

DOCUMENT RESUME

ED 110 620

95

CE 004 394

AUTHOR Nurnberger, Robert G.
TITLE A Profile of Need: A Study of Post-Secondary
Education Needs in Northeastern New York State.
INSTITUTION State Univ. of New York, Albany. Coll. of General
Studies.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 31 Dec 74
NOTE 175p.; Best Copy Available
EDRS PRICE MF-\$0.76 HC-\$8.24 Plus Postage
DESCRIPTORS *Adult Education; *Adult Students; *Educational
Needs; *Participant Characteristics; Post Secondary
Education; Questionnaires; *Surveys; Tables (Data)
IDENTIFIERS *Needs Assessment; New York

ABSTRACT

The report describes a survey of postsecondary continuing education needs in the 16 county Northeastern region of New York State. The survey gathered information from a random sample of the general population, a representative sample of continuing education students, and 200 major employers in the region. Comparing leisure time activities and demographic data between users and non-users, the study found some characteristics comparable and others contrasting. Occupationally there were more white collar workers among the users than among the non-users, and the percentage of homemakers was nearly equal to both groups. Regarding class time and format, both users and non-users preferred evening hours and the college campus setting. Regarding financing of postsecondary continuing education, both users and non-users favor public support for continuing education to supplement current subsidy plans. The report recommends that off-campus learning centers be established in localities more than 20 miles from an existing institution, and that financial support be offered to non-users. The report reproduces the current student survey with percentage responses, and presents the results of the employer survey in tabular form. Appendixes providing the three survey questionnaires, survey background data, and regional characteristics cover 77 pages. (JR)

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A PROFILE OF NEED

**A STUDY OF POST-SECONDARY
EDUCATION NEEDS IN
NORTHEASTERN NEW YORK STATE**

**Robert G. Nurnberger
Project Director**

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CE004394

**Prepared for The New York State Education Department
by State University of New York at Albany under
a grant from Title I, Higher Education Act of 1965**

A PROFILE OF NEED: A STUDY OF POST-SECONDARY EDUCATION NEEDS
IN NORTHEASTERN NEW YORK STATE

Robert G. Nurnberger
Project Director

A study
supported by a grant of Federal Funds
under
Title I of the Higher Education Act of 1965:
Community Service and Continuing Education
Administered by
New York State Education Department

College of General Studies
State University of New York at Albany
December 31, 1974

PREFACE

The following report is the record of the procedures, results, and conclusions of a post-secondary continuing education needs survey covering the period from September 1, 1973 to June 15, 1974. This survey was conducted by the College of General Studies, State University of New York at Albany. Support for this project was provided by a grant of Federal funds under Title I of the Higher Education Act of 1965, Community Service and Continuing Education, administered by the New York State Education Department.

The research design is described in considerable detail in order that a reader interested in survey research might evaluate the procedures and may utilize such information as might be of value in their work. Copies of the survey instruments are included in the appendix along with background data about the region for those persons who wish to explore in more detail some demographic factors affecting post-secondary education in the 16 county Northeastern region.

The study was exhaustively and meticulously done. Data has been collected which can provide a base for analysis and planning for projects beyond the scope of this initial report. We hope that this data will be so used in the future.

We are indebted to Dr. George Nolfi, President of University Consultants for permission to use the questionnaire developed by his group in our study of the currently enrolled students. We would also like to acknowledge the considerable assistance of Dr. Nan Lin, of the S.U.N.Y. at Albany Sociology Department, who guided the development of the sampling procedure and advised on many other phases of the project, Dr. Leigh Stelzer, of the Graduate School of Public Affairs, who advised on questionnaire design and Dr. Hilton Power, who assisted in several phases of the project.

We would particularly like to acknowledge the assistance of the members of the New York State Retired Teachers Association, whose sensitivity and perserverance as interviewers converted a theoretical design into a working survey.

Special appreciation is extended to Gwen Turner, Joseph Walsh, Edward Dominelli, and Richard Guastello, graduate research assistants, whose exceptional ability and interest added much to the study. Gwen Turner has been with the project through its' existence and is responsible for the preparation of computer analysis of the data.

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EXPERIMENTAL DESIGN

Introduction

The Adult Higher Education Needs Assessment proposal constitutes an integral part of a coordinated effort among the State University of New York at Albany, the Hudson-Mohawk Consortium of 9 four-year and professional colleges as well as cooperating area two-year colleges. The collective activity was designed to provide an assessment of needs and capabilities for continuing higher education in the Northeastern District of New York State as defined by the Regents of the State of New York.

Specifically, the project concerned itself with the following:

1. The assessment of continuing higher education needs in the area based on such factors as indicated needs of the target population, economic trends of the counties of the Region and changing social trends.
2. The coordination of this information with the information relative to existing programs as gathered under the Siena-Consortium companion proposal.

Objectives

The overall goals of the project are threefold: (1) to provide a data base for analysis needs in continuing education in the Region, (2) to develop an analytical model and (3) to develop a plan for a mechanism for making the results available in a usable form to potential users.

In achieving these goals, the following objectives were met in this chronological order:

1. Development of survey instruments as a guide for the field survey teams, and selection of a scientific sample of the areas and the individuals to be studied.
2. Assembling and training of field survey teams on the techniques necessary to gather the needed data.
3. Surveys of a representative sample of the general population, current students, as well as a sampling of major businesses and industries.
4. Compilation of relevant data available from the United States Census, New York State Department of Commerce studies, New York State Department of Labor studies, and State Education Department studies, etc.
5. Computer Analysis of data using the SPSS program (Statistical Program for Social Science Research) currently available from the SUNYA Computing Center.
6. Based on the above resource a predictive model for regional planning will be developed indicating trends in population characteristics and socio-economic change which will influence needs over the ensuing five-year period.

The study began in September 1973 with the convening of a group of four authorities on continuing education and survey research design. The function of this group was to draw an initial set of informational objectives, to design survey instruments for gathering the information to gain their objectives, and to prepare a sampling design which would produce a representative sample of the population of the 16 county Northeastern Region. The informational objectives were then submitted to the Continuing Education Committee of the Hudson-Mohawk Consortium of Private Colleges for amendments and additions.

The final research design encompassed a study of these groups within the region. The first of these was a random sample of the general population which included both users and non-users. It was decided that this group should be given

personal interviews rather than mailed questionnaires or telephone interviews. The second group was composed of a representative sample of 1,134 currently enrolled continuing education students in 18 higher education institutions within the Region. These individuals were surveyed by a questionnaire distributed in selected classes. A variance from this procedure was necessitated at the State University of New York at Albany, occasioned by the intermixing of full-time and part-time students. In this instance, questionnaires were mailed directly to part-time students. A third group of 200 major employers was surveyed to assess their concept of continuing education needs for their employees and to determine the nature and extent of the company's involvement in continuing education.

The Questionnaire

The random sample questionnaire (Appendix A-1) is a 54 question document composed of both open ended and forced answer questions designed to take approximately one half hour of interview time. The questionnaire was written and revised during the fall of 1973. It was then field tested, revised, and printed for use in March of 1974.

The commercial and industrial survey (Appendix A-18) was a much shorter and less complex instrument. It was prepared and revised during January of 1974 and the initial mailing was made February 15.

A review of literature in the field indicated that University Associates had recently completed a study of continuing education for the State of Massachusetts.⁷ This study included a survey of current students using a 74 question multiple choice questionnaire. The questions asked in the questionnaire corresponded with the committee questionnaire objectives and afforded us the opportunity to compare the characteristics of the Northeastern New York State current students with a carefully

designed and executed study of 6,000 Massachusetts students. We asked and received permission to use the Massachusetts questionnaire for the third segment of our survey. (Appendix A-24)

Sampling Design

Random Sample of the General Population

The target population for this phase of the study is comprised of all persons 18 years of age or older who are not currently full-time students. Within the 16 counties, there are 7 urban areas and a range of non-urban conditions ranging from agricultural to forest and recreation areas. Differing population density and differing characteristics of the rural areas required somewhat different sampling techniques.

Urban Sampling Design

The urban sampling procedure used a combined systematic random and clustering approach based on Backstrom and Hursh's model sample for survey research.² The initial step separated counties into urban and rural areas according to population density of the incorporated towns, cities, and suburbs. This procedure defined the following major urban areas to be included in the sample: 1) Albany-Schenectady-Troy, 2) Amsterdam-Gloversville-Johnstown, 3) Glens Falls, 4) Hudson, 5) Plattsburgh, 6) Saratoga Springs, and 7) Utica-Rome. For these urbanized metropolitan areas, United States Census Bureau Block Statistics were obtained.¹¹ The remaining steps pertaining to the urban sampling procedure will be described by explaining the actual design used for the Albany-Schenectady-Troy metropolitan area.

The total number of housing units in the Albany area according to the census figures in 178,409. This number of households constituted 5/24ths of the total households of the 7 urban areas. A subsample of 250 households then constituted

the proportionate share of the total urban household number assigned to the Albany urban area. A clustering procedure was employed to reduce the costs in interviewer travel time and scarce fuel resources by minimizing the number of stops. Under this research design, three consecutive housing units within a census block constituted one cluster. In this example, the subsample of 250 households was divided by three to obtain the number of clusters,

83. This represents the clustering stage of the sampling design. In order to obtain a systematic-random aspect within the design, a skip interval was calculated by dividing the total number of households by the number of clusters. For the Albany area, the total number of housing units (178,409) divided by the number of clusters (83) equals the skip interval of 2,149 housing units. The first housing unit of the first cluster was determined by choosing a random number start from between 0 and 2,149 from a random number chart. In the illustration case, the number was 1,501. The remaining 82 clusters were then obtained by adding the skip interval to the prior housing unit. In this manner the first housing unit of the second cluster was designated as the $1,501 + 2,149$ housing unit, the third as the $1,501 + 2,149 + 2,149$ housing unit, until all 83 clusters were selected. In this design, the 83rd cluster would always be designated by a cumulative housing unit count not exceeding the total number of housing units in the area (178,409).

At this stage, there were 83 target housing units which designate the first units of the clusters. These numbers are based on the cumulative total of all housing units in the area. In order to locate these units in the field, a cumulative addition of the number of housing units in each block was made in the same order that the units are listed in the Block Statistics for the area. Block totals

are cumulated until the number exceeds the total designating the corresponding first housing unit in the cluster. For example, the first cluster in the Albany sample is designated by the random start number, 1,501, and the first block addition that exceeded 1,501 was 1,628; this block contained 148 housing units. To locate the first unit of the cluster, 1,501 was subtracted from 1,628. This procedure determines that the first unit of the first cluster is the 127th unit in the block. The second and third units are found by taking the next two consecutive units, in this case the 128th and the 129th housing units on that particular block of 148 units. This cluster is then recorded by census tract number, block number, and designated housing units on the block, on the data sheet as seen in Appendix A-41. All of the remaining housing units in the 82 clusters in the Albany area sample were determined in this manner.

Once the housing units corresponding to the clusters were located, a method for finding these actual housing units in the field was necessary. When a block containing three housing units of a cluster was found, one corner was randomly chosen to start counting from, in order to arrive at the three consecutively designated housing units. To simplify the procedure, counting was done in a clockwise direction, except when the households could be determined quicker by counting in a counterclockwise direction; for example, cluster number one is on a block of 148 housing units, and the designated housing units are 127, 128, and 129. It would be easier to subtract the middle unit, the 128th housing unit, from the block total, 148, to obtain the first unit of the cluster counting in a counterclockwise direction, which is $(148-128)$ 20; the other two housing units of the cluster, when going counterclockwise, are then the 21st and 22nd housing units. It should be understood that choosing the 20th, 21st, and 22nd housing

units in a counterclockwise direction locates the exact three housing units located by counting in clockwise fashion to the 127th, 128th, and 129th housing units.

Once the interviewer has located a designated unit, an interview with one of the eligible members of the household is sought by randomly choosing among all the eligible members who are present and willing at the time.

This basic design described above for the Albany area was employed for the other six urban areas included in the sample. The only modifications were due to the differences in the number of total housing units, the subsample sizes, the number of clusters, the skip intervals, and the random starting points. The statistics for the other six urban areas are given in Appendix A-40.

Rural Sampling Procedure

In order to achieve diversity in the rural sample, clusters of counties based on geographic, demographic, and economic similarity were prepared. Based on these criteria, six groups of counties were created representing the existing major non-urban categories of the region: 1) dairy farming, 2) fruit farming, 3) residential (close to urban areas), 4) forest preserves, 5) recreational, 6) general agriculture.

Grouped Counties	Population (combined)
1. Clinton-Essex	20,457
2. Washington-Warren-Saratoga	31,781
3. Fulton-Herkimer-Hamilton	26,819
4. Oneida-Montgomery	19,894
5. Albany-Schenectady-Rensselaer	17,205
6. Schoharie-Greene-Columbia	15,299

Maps for these areas were then obtained from the Office of Planning Services. These maps for the groups of counties were then divided into grids of approximately 20 square miles in area for each of the groups. Grids were then randomly selected from each of the six rural groups based proportionally on population. This procedure resulted in the following grid distribution.

1. Clinton-Essex	1½ grids
2. Washington-Warren-Saratoga	2 grids
3. Fulton-Herkimer-Hamilton	2 grids
4. Oneida-Montgomery	1½ grids
5. Albany-Schenectady-Rensselaer	1 grid
6. Schoharie-Greene-Columbia	1 grid

Within each group, all grids were first numbered, and then one grid was randomly selected using a random numbers table. Any second, or half grid, was randomly selected from one of the four grids adjacent to the initially selected one.

In each of the selected areas within the groups 50 interviews were to be conducted, producing a total of 300 interviews which constituted the rural portion of the total sample. Individual housing units in these specified areas were located on Department of Transportation Maps using stereoptic examination of aerial photographs. For the areas randomly selected for interviewing within Albany, Hamilton, and Warren Counties, (these areas represent respectively groups 5, 3, and 2) it was necessary to employ a saturated sampling procedure because of the small number of year round housing units. The remaining three areas selected in Oneida, Essex, and Columbia Counties (respectively groups 4, 1, and 6)

were sampled by first grouping housing units in threes, numbering all of these groups, and then randomly selecting 17 of the clusters for interviewing.

The Total Design

The composite of the rural and urban sampling designs produced a total of approximately 1,200 potential interview sites, 300 rural, and 900 urban. This total allows a 20% overrun for non-responses or non-usable responses. This sample size produces a 95% confidence level within a plus or minus 3% error limit.

Commercial and Industrial Survey

The New York State Department of Commerce lists 224 businesses and industries in the 16 county area which meet their minimum employee criteria (ranging from 50 to 200). It was decided, in view of the comparatively small sample, that all major commercial and industrial employers would be surveyed by a mailed questionnaire to be followed by a second mailing and phone contact where necessary.

Using the Department of Commerce criteria based on the counties total work force, the following minimums were established:

<u>County</u>	<u>Minimum Number of Employees Per Firm</u>
Albany	200
Clinton	75
Columbia	120
Essex	75
Fulton	120
Greene	120
Hamilton	50

<u>County</u>	<u>Minimum Number of Employees Per Firm</u>
Herkimer	120
Montgomery	50
Oneida	50
Rensselaer	150
Saratoga	80
Schenectady	150
Schoharie	75
Warren	200
Washington	100

A county-by-county list of all commercial and industrial firms meeting these employment cut-off prerequisites was compiled using the 1973 New York State Industrial Directory⁹ and the New York State Department of Commerce's Business Fact Book series⁶. The resultant list included 224 establishments distributed among the sixteen counties as follows:

<u>County</u>	<u>Number of Firms</u>
Albany	38
Clinton	7
Columbia	10
Essex	6
Fulton	15
Greene	10
Hamilton	1
Herkimer	11

<u>County</u>	<u>Number of Firms</u>
Montgomery	22
Oneida	30
Rensselaer	14
Saratoga	13
Schenectady	17 (includes 10 departments at General Electric Company)
Schoharie	8
Warren	8
Washington	14
Total	224

On February 1, 1974, questionnaires were mailed to the personnel offices of the designated firms within the region. From this initial mailing, approximately 55 completed questionnaires were returned. On March 15, 1974, a second mailing was made to those firms which had not yet responded. This follow-up mailing produced an additional 21 questionnaires bringing the total number of completed questionnaires to 76. With this response rate a third large-scale mailing would not have produced significant increases in the number of questionnaires returned. However, there were still several large firms representing a significant portion of the target population who had not responded. On May 14, 1974, the personnel officers of 21 selected firms were contacted by telephone and were asked for their cooperation in completing the questionnaire. Additional questionnaires were sent to those requesting them. Of the 21 firms contacted, 7 completed and returned the questionnaires.

On June 17, 1974, the collection of data for the study was officially terminated. Ninety questionnaires had been returned, 83 completed, and 8 indicating that the in-

formation was not available.

Current Student Survey

The target population of the Current Student Study is comprised of all part-time students enrolled in eighteen major two and four year public and private institutions of higher education situated within this region. For the purposes of this study, a part-time student is defined as any student eighteen years of age or older who is enrolled in any institution of higher education and taking less than 12 credit hours of course work.

Part-time enrollment figures for the eighteen institutions were obtained from the New York State Department of Education¹; each institution was assigned a specific number of questionnaires on the basis of their part-time enrollment in relation to the total part-time enrollment of all eighteen institutions. Using this method, 2,025 questionnaires were apportioned among part-time undergraduate and graduate students attending the eighteen institutions during the spring 1974 term, according to the table on Appendix A- 39.

The procedure for selecting part-time students at S.U.N.Y.A. varied from the technique utilized with the other institutions. Names and addresses of part-time undergraduate and graduate students attending S.U.N.Y.A. during the 1974 spring term were selected at random from a student roster furnished by the University. Each student was sent a questionnaire and was asked to complete and return it using an attached, pre-addressed, stamped envelope.

Part-time students in 14 institutions were selected on the basis of the type of course or curriculum in which they were enrolled. In February 1974, all institutions were contacted by mail and/or telephone and asked to send to the project a listing of their spring 1974 course offerings. These listings were used to pre-

pare a sampling of students enrolled in a wide range of courses. A distribution system was developed for all 14 institutions using these course listings. We requested that the Continuing Education Offices of each of these institutions distribute their assigned number of questionnaires to students in certain pre-designated classes or to classes within a pre-designated curriculum.

Some later modification in courses designated were necessitated by administrative problems. In some cases courses selected had early termination dates. In other cases courses for full-time students were being given through the Continuing Education Division. In these cases substitutions were made in consultation with the Continuing Education Director of the college involved.

Selection and Training of Interviewers

After completion of the pretest interviews, which were conducted by the four graduate students associated with the project, it was decided approximately 15 interviews per interviewer would be a reasonable number to complete with the 30 day time constraint. The 1,200 interviews then required the recruitment and training of eighty interviewers.

The following criteria were established for the interviewers based on our pretest experiences: The individual should be:

- 1) Non-threatening in appearance.
- 2) Mature in appearance.
- 3) Acquainted with the field of education (to minimize training needs).
- 4) Readily identifiable in the community.

It was decided that the Retired Teachers Association members constituted the group most nearly fitting these criteria. Contact was made with individuals through their state headquarters and finally through the county and/or city

officers. The usual procedure was to ask one of the local teachers to serve as a coordinator of the local interview team. He or she contacted the potential interviewers and assembled the group for instruction. Each group received a minimum of four hours of instruction on interviewing techniques in general and the questionnaire specifically. Particular emphasis was placed on having each interviewer understand the reason for asking each question. College students were used in two rural areas and one city where retired teachers were not available. Interviewers were paid on a per interview basis upon turning in a completed interview.

REGIONAL CHARACTERISTICS

The Region is diverse in its characteristics, ranging from the comparatively metropolitan Albany and Oneida Counties, to Hamilton County, which lies to a large extent in the Adirondack State Park and contains within its borders 1,544 square miles of forest.

The land use characteristics of the various counties are well described by the Office of Planning Services⁸. We have included summary pages from their publication and suggest that individuals interested in more detail should obtain these reports from the Office of Planning Data and Systems Bureau. (See page A - 42 of the Appendix for geographic characteristics of the Region). The data related to residential characteristics were based on the following parameters.

- a) High density residential areas are defined as those composed of lot frontages of 50 feet or less, and medium density from 50 to 100 feet. Low lot density includes lot frontages of 100 feet or more, exclusive of housing strips along essentially rural roads. The other category includes rural hamlets, residential strips, rural single houses, and shore-line developments.
- b) The term extractive refers to open and underground mines, stone quarries, as well as active sand and gravel pits.
- c) The highway accessibility coefficient may have particular significance in determining an approach to increased availability of continuing education. The coefficient is arrived at by assigning a numerical rating to the highest type of access present in each square kilometer of land area. These numerical ratings

are totaled for the county and divided by the total area to arrive at a coefficient. The coefficients constitute a basis for comparison among the various counties.

ACCESS PARAMETERS

<u>Numerical Value</u>	<u>Criterion</u>
0	No highway
1	Unimproved gravel, minor paved
2	Two and three lane highway
3	Four lane highway
4	Divided highway
5	Limited access highway
6	Limited access highway with an interchange in the square kilometer

Based on this method of assessment, the following table of comparison for the 16 counties was made.

COMPARISON OF ACCESSIBILITY, POPULATION, AND HIGHER EDUCATION FOR 16 COUNTIES OF THE NORTHEASTERN REGION

<u>COUNTY</u>	<u>ACCESSIBILITY COEFFICIENT</u>	<u>RANK ORDER OF ACCESSIBILITY</u>	<u>POPULATION</u>	<u>NUMBER OF HIGHER ED. INSTITUTIONS</u>
Albany	1.5	2	286,742	10
Clinton	0.8	11	72,934	2
Columbia	1.4	4	51,519	1
Essex	0.5	15	34,631	0*
Fulton	0.8	11	52,637	0*

<u>COUNTY</u>	<u>ACCESSIBILITY COEFFICIENT</u>	<u>RANK ORDER OF ACCESSIBILITY</u>	<u>POPULATION</u>	<u>NUMBER OF HIGHER ED. INSTITUTIONS</u>
Greene	1.0	9	33,136	0*
Hamilton	0.2	16	4,714	0
Herkimer	0.6	14	67,633	1
Montgomery	1.5	2	55,883	1
Oneida	1.2	6	273,037	5
Rensselaer	1.2	6	152,510	5
Saratoga	1.1	7	121,679	2
Schenectady	1.7	1	160,979	2
Schoharie	1.3	5	24,750	1
Warren	.8	11	49,402	1
Washington	.9	10	52,725	0

31

* Share community college facilities with adjoining counties.

The statistics in the above table are indicative of a problem shared by most low population density areas. Twenty-five percent of the population of the region is served by three community colleges and one liberal arts college. These colleges constitute 12.9% of the regions higher education facilities. These same counties have the lowest accessibility coefficient, which limits travel to education centers. Low population density makes construction of higher education facilities closer to the user population economically impractical. These areas constitute a problem sector for life long learning equally as demanding of innovative methods as the metropolitan areas which are more easily reached

by conventional methods.

Seven of the 16 counties of the Northeastern Region are oriented around the Albany-Schenectady-Troy metropolitan area, and constitute what is considered the Capital District. The Capital District contains 58% of the total population of the Region and 21 of the 31 institutions of higher education. Eighty-five percent of the work force of the district is employed in the Albany-Schenectady-Troy metropolitan area.

Of the total labor force, 40,000 persons are employed in government work; second only to General Electric as a major employer. The table on page 19 summarizes the employment in principal manufacturing industries in the District.

Columbia and Greene counties abut the Capital District on the south. The counties have a population of 84,655 persons and have better than average highway accessibility. The highway system enhances the mobility of the population for employment and educational purposes. The two counties are served by Columbia-Greene Community College- the only institution of higher education in the counties.

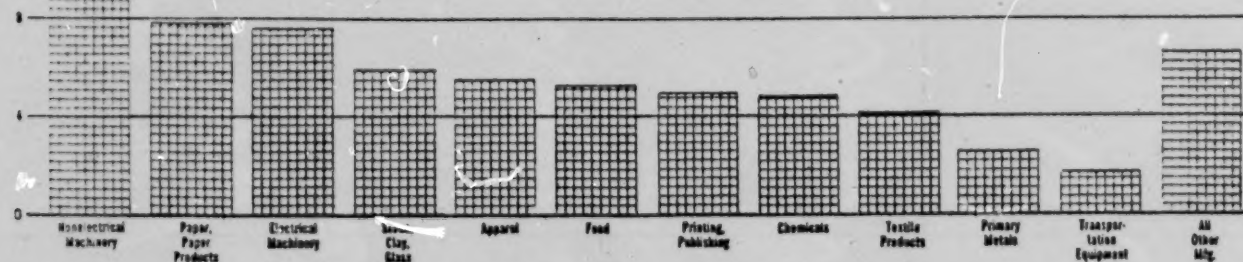
There is no metropolitan center in the two counties. The community of Hudson fell below the 10,000 population mark in the 1970 census. A variety of commercial and industrial plants engage in the manufacture of paper products, plastics, refrigerators, freezers, knitwear, matches, cement, truck bodies, and various small hardware items. Greene County also has a substantial tourist industry.

The Mohawk Valley area includes the counties of Oneida, Herkimer, Hamilton, Fulton, and Montgomery. Thirty percent of the regional population and 7% of the institutions of higher education are within these five counties. Sixty percent of the area population and five of the higher education institutions are concen-

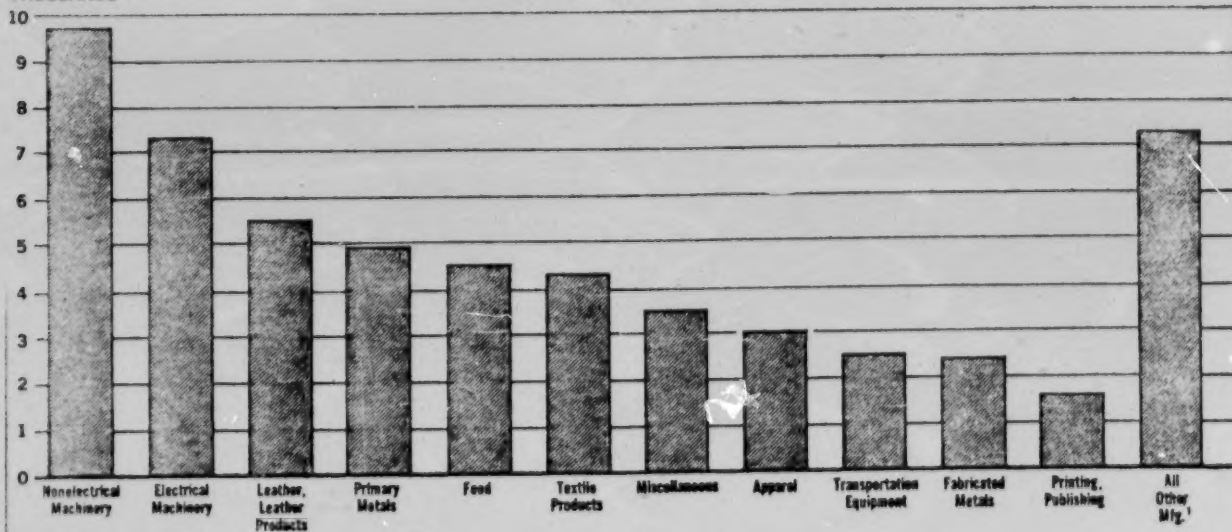
THOUSANDS

EMPLOYMENT IN PRINCIPAL MANUFACTURING INDUSTRIES

CAPITAL DISTRICT, 1970

EMPLOYMENT IN PRINCIPAL MANUFACTURING INDUSTRIES
Mohawk Valley Area, 1970

THOUSANDS



Note: Measured by employment covered by unemployment insurance.
 * Includes ordinance, which ranks 11th, but data withheld to avoid disclosure.
 Source: N.Y.S. Dept. of Labor

trated in Oneida County. Fulton, Hamilton, and Herkimer Counties lie to a large extent in the Adirondack Park. All three counties are below average in accessibility. Employment in principal manufacturing industries as of 1970 is indicated in the table on page 19. In addition, Oneida, Herkimer, and Montgomery Counties are major dairy counties. A total of 66 million dollars in agricultural produce was sold in 1969, over 3/4 of which was for agricultural products.

The final two counties of the Northeastern Region are Clinton and Essex Counties, containing only 7% of the population and 2 of the institutions of higher education. Both of these institutions are in the city of Plattsburgh, leaving much of the two county population outside of the range of easy commutation. Accessibility by highway is low in each of these counties.

The principal industry in Essex County is the International Paper Company at Ticonderoga. The Champlain Valley area of both Clinton and Essex Counties has extensive apple orchards, while western Essex County has a large tourist trade centered around Lake Placid and Saranac Lake. Clinton County manufactures pulp and paper products, plastics, and pharmaceuticals, with most of the industrial activities concentrated in Plattsburgh.

Institutions of Higher Education

① ALBANY

Albany Business College
Albany College of Pharmacy
Albany Law School
Albany Medical College
College of Saint Rose
Maria College
Siena College
State University of New York at Albany

② TROY

Hudson Valley Community College
Immaculate Conception Seminary
Rensselaer Polytechnic Institute
Russell Sage College

③ SCHENECTADY

Schenectady County Community College
Union College

④ RENSSELAER

Saint Anthony-on-Hudson

⑤ GREENPORT

Columbia-Greene Community College

⑥ COBLESKILL

State University of New York A & T
at Cobleskill

⑦ FORT JOHNSON

Fulton-Montgomery Community College

⑧ HERKIMER

Herkimer County Community College

⑨ UTICA

Mohawk Valley Community College
Utica College
Utica/Rome
Utica School of Commerce

⑩ CLINTON

Hamilton College
Kirkland College

⑪ SARATOGA SPRINGS

Empire State College
Skidmore College
Verazzano College

⑫ GLENS FALLS

Adirondack Community College

⑬ PLATTSBURGH

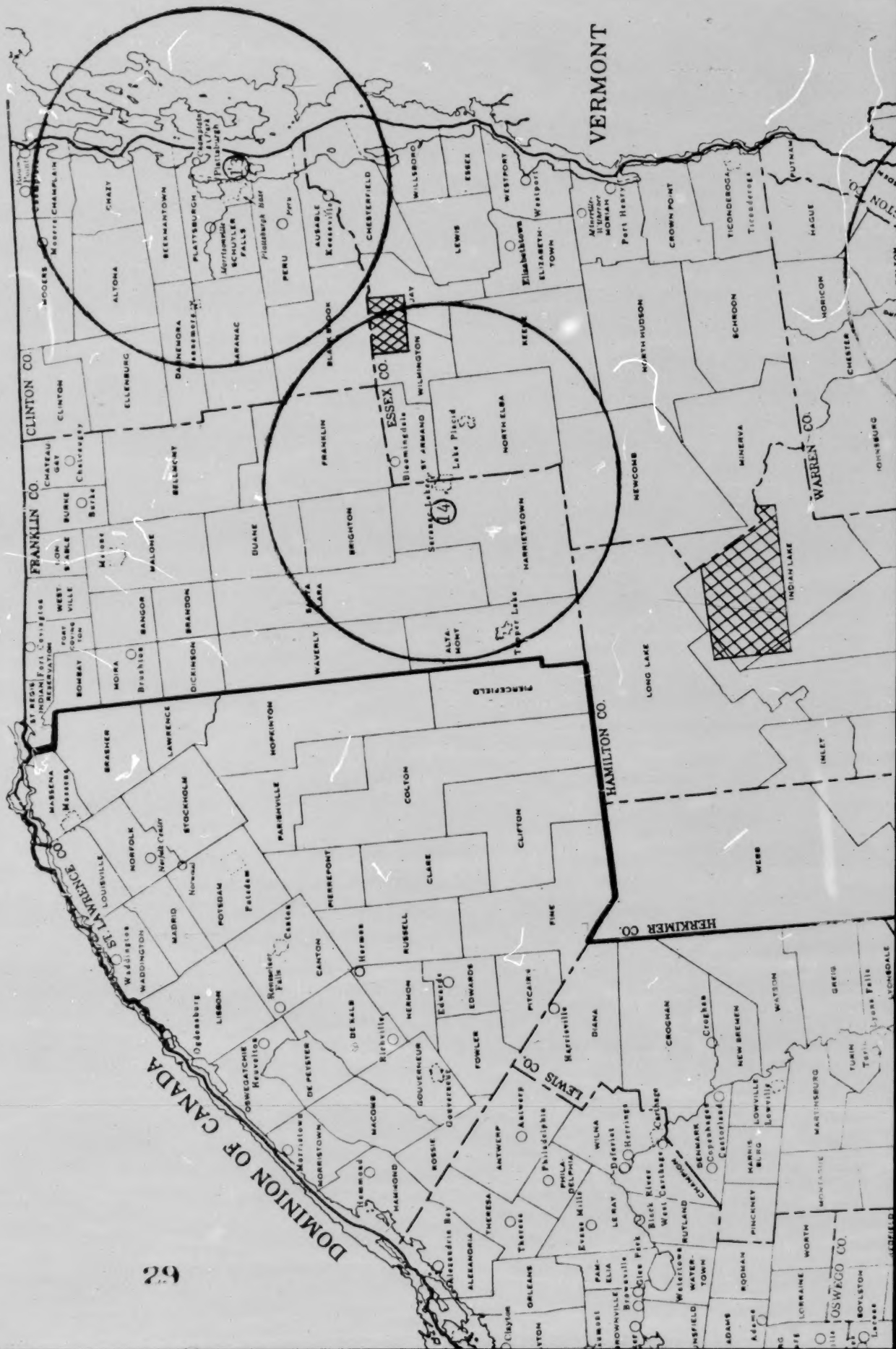
State University College at Plattsburgh

⑭ SARANAC LAKE

North Country Community College

* Circles indicate 25 mile radius from educational institutions.

* Cross-hatched rectangles indicate location of rural areas surveyed.





COMPARATIVE STATISTICS FOR THE RANDOM SAMPLE OF THE POPULATION

COMPARISON OF RANDOM SAMPLE
WITH GENERAL POPULATION AND
CURRENT STUDENTS

Characteristics	Census (1970)	Random Sample	Current Students
Age	45-49	46	25-29
Sex: Male	48.3%	36%	48%
Female	51.7%	63%	51%
Family Income	\$12,235	\$10-\$12,000	\$10-\$15,000
Race: White	97.44%	97.3%	96.6%
Non-White	2.56%	2.7%	3.4%
Education:			
0-12 years	80%	67%	21%
1-3 yrs. college	9.7%	17%	38%
4+ yrs. college	10.3%	13%	39%
Not Ascertained		3%	2%
Occupation:			
Professional	8.9%	13.6%	61%
Sales, Clerical	9.8%	11.1%	22%
Craftsmen	10.3%	11.5%	6%
Laborers, (except farm)	2.0%	6.3%	6%
Farm	1.0%	1.4%	2%
Service Workers	5.0%	7.8%	6%
Not Working Out- Side Home	Not Ascertained	34.9%	13%

An analysis of the random sample of 1,055 adults surveyed and the census data for the 16 counties shows a high degree of correlation for most demographic categories. The sample was limited by definition, to those individuals over 18 and

not full-time students. Census data was available in increments of 5 years from 16 years of age. The median age for those tabulated in the census data fell in the low sector of the 45-49 range. The median age of the random sample was 46. The range for current students is from 18-96; however, 62% of the students were 29 years of age or under and 34% were 25 years of age or younger.

A discrepancy of 12.3% exists between the census data relative to sex distribution and the sample distribution. The census figures indicate a general population sex distribution of 51.7% females and 48.3% males. The random sample included 63% females and 36% males. This discrepancy is caused in part by a high percent of females not working outside the home. This results in a higher probability of finding females at home at any time of day. Women also showed less hesitancy about being interviewed. Apparently, women and men use continuing education in this region in proportion to their existing numbers. Forty-nine percent of the current students are male and 51% are female. These figures contrast with findings of Nolfi in a study of current evening students in Massachusetts.⁷ Males constituted 67% of the student body in that study.

Family incomes of the random sample correspond closely with the average family incomes in the census data—approximately \$12,000 per family. Family income however, constitutes a major contrast between the general population and those persons currently being served. Although the median income of the current students is in the \$10-\$15,000 range, there exists a heavy skewing of distribution toward the higher ranges. Twenty-six% of the current students had family incomes from \$15-\$25,000 and seven percent over \$25,000.

Thirteen percent of the general population has four or more years of college as contrasted with 39% of the current students. This contrast is also reflected in a much higher percentage of professionals among the current students (61% vs. 13.6%).

USERS VERSUS NON-USERS: SOME CONTRASTING CHARACTERISTICS

An analysis of the characteristics of users and non-users among the general population was conducted for such variables as education, occupation, age, sex, and race. Comparisons of leisure time activities, amount of free time, courses desired and awareness of available programs were also considered. Each of these interrelationships will be considered individually in tabular form with commentaries where appropriate.

FORMAL EDUCATION OF GENERAL POPULATION

BY USER/NON-USER OF POST-SECONDARY EDUCATION

<u>Education Level</u>	<u>% of Users</u>	<u>% of Non-Users</u>
Less than 12 years	16.8	35.5
High School Graduate	40.9	40.0
College, 1-3 years	23.2	13.3
College, Graduate	8.4	7.2
College, 4+ years	10.7	3.7

This data seems to confirm a direct relationship between early success with formal education and the probability that an individual will continue into post-secondary studies. The total number of individuals without high school diplomas may be as high as three hundred and sixty thousand. In sheer numbers, it constitutes a clientele worth consideration.

An analysis of age indicates that 61% of the users were distributed evenly between ages 25 and 60 with abrupt decrease below 25 and above 60. The percentage of non-users exceed users at all ages except 35-39 and 55-59.

DISTRIBUTION BY SEX OF USERS AND NON-USERS

<u>SEX</u>	<u>USER</u>	<u>NON-USER</u>
Male	32.3	67.7
Female	43.9	56.1

Leisure Time Activities

LEISURE TIME ACTIVITIES OF USERS AND NON-USERS OF CONTINUING EDUCATION

<u>Activity</u>	<u>Number of Times Mentioned</u>	
	<u>Users</u>	<u>Non-Users</u>
Studio Arts and Theatre	27	27
Social Activities (family and friends)	9	23
Travel	13	24
Athletic Participation	90	128
Reading	106	122
Participation in Civic or Social Organizations	18	12
Gardening	24	38
Work Around the House	17	26
Watching T.V.	19	82
Hobbies and Crafts	26	50
Stitchery	54	74

Leisure time activities were quite varied, the table above lists only those most commonly mentioned. It should be noted that the leisure time activities involving athletic participation were largely individual activities rather than team activities. Non-users mentioned hunting, fishing, and bowling 70 times as preferred athletic activities. Reading was mentioned prominently by both users and non-users; however, there was no further information upon which to judge the types of reading preferences of these groups.

The distribution by sex of users and non-users among the general population presents an interesting contrast with those students currently enrolled in part-time higher education. In that portion of the survey, reported on pages 56-68,

the male/female ratio was 49%/51%, very nearly the same as the distribution of sex in the population according to the 1970 census. In the broader area of post-secondary education, there apparently is a higher percentage of participation by females than by males.

DISTRIBUTION BY RACE OF USERS AND NON-USERS

<u>Race</u>	<u>% Users</u>	<u>% Non-Users</u>
White	39.4%	60.6%
Black	37.5%	62.5%
Other	50.0%	50.0%

Within the Northeastern Region, race does not appear to be a determining factor in post-secondary education. Among those persons who indicated participation in some form of post-secondary education in the last five years, the rate of participation of white and black users was 39.4% versus 37.5%.

Free Time

The question asked the interviewer was " About how many hours a week do you consider to be free time? ". The median number of hours of free time for both users and non-users was 19-20 hours. It is, however, difficult to equate free time with time available for formal study. It might be more instructive to compare the times and frequencies listed below with the hours of preparation and study indicated by current students.

FREE TIME OF USERS AND NON-USERS

<u>Time in Hours</u>	<u>Number of Users</u>	<u>Number of Non-Users</u>
1-2	18	6
3-4	24	14
5-6	18	21
7-8	19	20
9-10	43	67
11-12	13	17
13-14	12	23
15-16	27	42
17-18	4	7

<u>Time in Hours</u>	<u>Number of Users</u>	<u>Number of Non-Users</u>
19-20*	54	60
21-22	14	17
24-25	22	37
26-27	4	3
28-30	45	58
31-35	14	12
36-40	17	41
40+	23	62

* Median Number of Hours of Free Time

TIME SPENT IN STUDY PER COURSE BY CURRENT STUDENTS

<u>Time</u>	<u>% of Respondents Answering</u>
Less than 2 hours	29%
2-4 hours	39%
4-6 hours	22%
7-10 hours	6%
over 10 hours	4%

Assuming three hours of class time and six hours of study and preparation (which would place the student in the same range with the majority of current students) and adding two hours per week for travel, the typical student might be expected to spend, minimally, 11-12 hours on a three hour course. Seventy percent of the users and 74.7% of the non-users estimate having this amount of time, or more, available. The free time of the potential student may not, however, be congruent with the scheduled times of classes or be of sufficient duration to allow for class time and travel time to and from the school or college. These factors should be considered in conjunction with the expressed desire of the non-user for greater home study opportunities and with the lack of time which was mentioned most frequently as a reason for not participating by both users and non-users. The interrelationship of these factors should occasion some speculation concerning the

efficacy of new delivery systems, new locations and new formats for post-secondary education.

Courses Desired

The question of courses desired was approached in three ways. Question 17 asked, "Are there any courses which you felt that you would like to take but did not?". Question 15 A asked the user to list courses which he or she had taken. Question 20 asked the interviewee to select courses which he or she found most interesting from a list of 30 categories. Additions to the list were solicited by the interviewer. Two hundred and forty users and 294 non-users listed courses in response to question 17. The most common of these are listed in the following table along with courses taken.

COURSES DESIRED BUT NOT TAKEN, COMPARED WITH COURSES TAKEN

<u>Courses Mentioned</u>	<u>Number of Respondents Desiring Course</u>		<u>Number of Respondents Having Taken Courses</u>
	<u>User</u>	<u>Non-User</u>	
Architecture	2	-	3
Agriculture	1	8	-
Business, General	22	19	37
Business Administration	7	2	5
Labor and Industrial Relations	-	-	4
Secretarial Studies	29	37	61
Real Estate	4	2	7
Education	7	5	14
Computer Science	-	-	5
Engineering	6	4	3
English Language Arts	17	16	15
Fine and Applied Arts	25	39	33
Foreign Languages and Literature	17	15	10
Health Professions	14	29	32
Home Economics	4	6	5
Law	3	3	3
Mathematics	7	12	7
Natural Sciences	8	6	4
Physical Education and Recreation	5	3	15

<u>Courses Mentioned</u>	<u>Number of Respondents Desiring Course</u>		<u>Number of Respondents Having Taken Courses</u>
	<u>User</u>	<u>Non-User</u>	
Social Sciences	18	15	17
Trade, Industrial and Service	33	48	96
General Equivalency Diploma	3	5	11

COURSE INTERESTS OF USERS AND NON-USERS

<u>Courses</u>	<u>% Users Interested</u>	<u>% Non-Users Interested</u>
*Great Books	18	10.8
*History	15.7	11.1
Math	12.3	9.1
*Foreign Language	17.2	11.5
*Music Appreciation	14.3	9.4
Machine Shop	9.9	9.6
Typing, etc.	18.9	14.8
Salesmanship	4.6	3.8
*Office Management	10.4	6.2
Electronics	6.3	5.6
Photography	12.1	11.0
*Bridge Lessons	8.7	2.9
Dance Lessons	9.4	6.4
*Swimming and Golf	18.4	10.2
*Music or Art	24.5	14.7
Home Repair	23.0	21.1
Sewing or Cooking	29.1	29.3
Gardening	26.4	23.1
*Infant or Child Care	4.6	8.1
*Speed Reading	17.9	10.4
*Personality Development	10.9	5.4
*Public Speaking	11.9	6.7
*Physical Fitness	21.5	12.9
*Religion, Morals, etc.	11.4	7.5
International Affairs	6.1	4.5
*Community Government	12.8	5.7
Democracy	3.1	2.2
Citizenship or Americanization	2.7	1.6
Agricultural Subjects	4.6	6.5
Driving Lessons	7.3	7.5

* Differences significant at $p = .05$ or better

There is a good correlation between users and non-users in courses desired, but not taken. Concentrations occur in business, secretarial studies, health professions, English language, social sciences, and trade, industrial and services among both users and non-users. Those subject matter areas that are highly desired also show high actual enrollment.

When asked to select "courses which [they] would find most interesting" from among a prepared list of thirty topics, users and non-users showed some striking contrasts. There were statistically significant differences in the interests of users versus non-users in fifteen of the thirty categories listed. In fourteen of the cases the users showed the greater interest in the course. The case where the reverse was true was in the interest for courses in infant or child care. The curriculum areas most commonly showing statistical differences were the liberal arts and business. Personal development courses (e.g., speed reading, personality development, public speaking) was the next largest category. Americanization programs, a major function of continuing education during the 1920's and 30's now draws little interest among either users or non-users.

It appears from this data that we are serving the needs of the users rather well, but may be slighting the needs and interests of the non-users. Further analysis and study should be given to this area.

Reasons for Taking Courses

Both users and non-users were asked to express their reasons for interest in taking a course. The following table compares the motivation of the users and non-users, and where comparable categories exist, compares the Northeastern region responses with the responses of a national sample of learners and would-be learners, quoted on page 18 of Diversity By Design, prepared by the Commission

On Non-Traditional Studies.³

REASONS FOR TAKING A COURSE

Reason	% Users		% Non-Users	
	National Sample *	Northeastern Region	National Sample *	Northeastern Region
To become more informed generally	69.1	62.0	70.7	74.6
Required for professional certification	27.3	16.0	24.1	23.5
Recreational, personal enjoyment	21.4	53.7	24.0	54.5
Job related	47.6	30.7	52.3	41.1
Desire to become better parent or spouse	18.9	22.0	30.0	26.9
Meet new and interesting people	22.0	35.4	29.7	43.1
Preparation for return to full-time study	-	6.7	-	3.6
Other	-	3.6	-	2.6

* Commission On Non-Traditional Studies, Diversity By Design, Jossey Bass, San Francisco, 1973.

A significantly larger percentage of the Regional population expressed interests in the recreational and social aspects of continuing education when compared with the national sample. As a possible corollary, job related reasons for taking courses were mentioned by 16.9% fewer users and by 11.2% fewer non-users. No statistically significant differences exist between the motivation of users and non-users.

Reasons For Not Taking Courses

Following question 28, which asked for reasons for taking courses, the interviewee was given a list of reasons "people have given for not participating in adult education" and asked if any of these reasons applied in their case. The total number of responses in each category appears below. The total number of responses exceeds the number of interviewees (N=1,055) because of multiple responses.

OBSTACLES TO LEARNING CITED BY USERS AND NON-USERS

Reason	Users		Non-Users	
	<u>Times Cited</u>	<u>% of Total</u>	<u>Times Cited</u>	<u>% of Total</u>
Cost	138	10.1	241	10.1
Lack of Time	227	16.9	337	14.1
Family Responsibilities	201	14.9	283	11.8
Work Schedule interferes	149	11.0	252	10.6
Takes too long to complete program	51	3.8	102	4.3
Don't feel I could go back to school successfully	59	4.5	176*	7.4
Courses I'm interested in not available	110	8.2	182	7.6
Lack of child care	54	4.0	79	3.3
Too tired at end of day	132	9.8	201	8.4
Don't enjoy studying	42	3.1	126*	5.3
No transportation	56	4.2	111	4.7
Don't know what I'd like to learn	41	3.0	110*	4.6
Information lacking on courses	86	6.4	189*	8.0

* Statistically significant on the $p=.001$ level.

The most frequently mentioned deterrents to study by users and non-users were time, family responsibilities, work schedules, and cost, in that order. Time, family responsibilities and work schedules are probably interrelated since the person

who feels that he has insufficient time may see this lack as a function of family responsibility or work schedule or both. It might also be argued that a more flexible time schedule and delivery system might reach more potential learners. Before any conclusions are reached it would be productive to review what these same people said about time and format. (See pages 46-51).

Cost appeared as a factor 379 times (mentioned by 35.9% of those interviewed) and seems to be a deterrent to both users and non-users alike. In this instance, differences between users and non-users fell below the selected $p=.05$ level of statistical significance. The significant discriminators between users and non-users were items of self-perception as related to the education system. It is apparent that the non-users are not oriented to education as they have experienced it in the past and as they perceive it today. They "don't enjoy studying", "don't feel that they could go back to school successfully", "don't know what they would like to learn" and seem less able to get information. These data would argue for different kinds of outreach, different styles of instruction, and certainly some more detailed studies into the nature and motivation of the non-learner.

COMPARISONS OF OBSTACLES TO LEARNING

BETWEEN NORTHEASTERN REGIONAL SAMPLE AND NATIONAL SAMPLE

<u>Obstacles</u>	<u>% National Sample</u>	<u>% Northeastern Region</u>
Cost	53	36
Time	46	54
Home responsibilities	32.1	46
Job responsibilities	28.4	38
Time required to complete program	20.6	14
No information about where I can get what I want	16.5	26
Not confident of ability	12.2	22
Courses not available	12	28

<u>Obstacles</u>	<u>% National Sample</u>	<u>% Northeastern Region</u>
No child care	11.2	13.0
Not enough energy	9.2	32
Don't enjoy studying	8.8	16
No transportation	8.4	16
Don't know what I would like to learn or why	5.1	14

Course Location and Transportation as a Problem

DIFFICULTY OF ACCESS TO LOCAL COLLEGES

<u>Difficulty</u>	<u>% Users</u>	<u>% Non-Users</u>
Very difficult	10.2	26.5
Somewhat difficult	25.8	25.0
Easy	64.0	48.5

The largest single difficulty cited by users and non-users was transportation. Users cited this problem in 15% of the cases; non-users in 24.2%. When considered in conjunction with the answers given by current students and the general sample to travel time and distance questions, these figures serve to emphasize a major problem in providing post-secondary higher education on a regional basis.

TIME POTENTIAL STUDENTS ARE WILLING TO SPEND IN TRAVEL TO COURSE

<u>Time (minutes)</u>	<u>% Users</u>	<u>% Non-Users</u>
0-15	23.1	24.4
16-30	58.3	58.7
31-60	18.0	16.4

Current students were asked two questions, "How far in miles is your residence from the class?" and "How long does it take you to get home from this course?". Their responses conform very closely to those of the general population.

DISTANCE TRAVELED BY CURRENT STUDENTS

<u>Distance (miles)</u>	<u>% Students</u>
0-5	33
6-10	23
11-15	14
16-20	11
21-30	10
30+	9

TIME TRAVELED BETWEEN COURSE AND HOME

<u>Time (minutes)</u>	<u>% Students</u>
Less than 10	19
10-15	24
16-20	19
21-30	19
31-45	11
46-60	4
60+	3

Eighty-one percent of the users and 83% of the non-users among the general population were willing to travel 30 minutes or less to studies. Eighty-one percent of the students currently enrolled in continuing higher education travelled 30 minutes or less from their classes to home. The actual distance travelled by current students was 20 miles or less.

Clearly, the educational community of the typical post-secondary institution lies within 20 miles of the parking lot. The question that faces a post-secondary education is, "What mechanism do we use to decentralize education?" Do we support faculty? Do we use communication technology? Do we use quality local

citizenry as teachers? Or are there other as yet unexplored alternatives?

Awareness of Opportunities in Traditional Programs

In order to assess the awareness level of the sample relative to educational opportunities, a series of questions were asked. Question 5 asked, "Where would you go in this area if you wished to study history, math or science?". This question was designed to elicit information about knowledge of traditional liberal arts programs. Question 6 made the inquiry about typing or accounting, question 7 asked about equivalency diplomas and question 8 solicited information about the closest place to complete a degree.

LOCATIONS MENTIONED FOR HISTORY, MATH OR SCIENCE

<u>Location</u>	<u>User</u> (Times mentioned)	<u>Non-User</u>
Community College	136	143
Local 4 year college or university	130	145
High School	87	152
BOCES	1	7

LOCATIONS MENTIONED FOR TYPING OR ACCOUNTING

<u>Location</u>	<u>User</u> (Times mentioned)	<u>Non-User</u>
Community College	131	204
4 year college or university	29	34
High School	145	213
BOCES	5	17

LOCATIONS MENTIONED FOR HIGH SCHOOL EQUIVALENCY DIPLOMA

<u>Location</u>	<u>User</u> (Times mentioned)	<u>Non-User</u>
Community College	21	31
4 year college or university	13	21
High School	278	368
BOCES	7	8

LOCATIONS MENTIONED FOR COLLEGE DEGREE

<u>Location</u>	<u>User</u> (Times mentioned)	<u>Non-User</u>
Community College	128	203
4 year college or university	250	301
High School	1	4
BOCES	-	-

It would appear that most users and non-users are aware of the traditional roles of the community college, 4 year colleges, and high schools. Some stereotypes of educational functions have developed. Among these, BOCES seems to have been assigned primarily a vocational high school image. Only 11% did not know where they might study history, math, science, typing, or accounting. Eighteen percent were not familiar with locations preparing persons for the General Equivalency Diploma exams.

In response to the question, "Is this area served by a community college or 4 year college?", only 4% indicated that it was not. When asked to name colleges in the area, the persons interviewed responded as follows:

KNOWLEDGE OF AREA COLLEGES

<u>Type of college mentioned</u>	<u>% Users</u>	<u>% Non-Users</u>
Private	31.7	20.0
Public, 4 year	28.8	29.1
Public, 2 year	30.0	32.7

Colleges actually used for lectures, meetings, courses or performances were considerably fewer. The actual count follows:

USE OF AREA COLLEGES IN LAST FIVE YEARS

<u>Type of college mentioned</u>	<u>Number of Users</u>
Private	101
Public, 4 year	38
Community Colleges	96
No Use	783
No response	37

Among those using area colleges, 125 indicate that they took courses, 54 attended lectures, 21 attended meetings and 21 various performances.

Awareness of Opportunities in Non-Traditional Programs

Non-traditional programs are relatively new to the region and have not received the same exposure as traditional programs. As might be expected, they did not enjoy the same level of awareness as did the more traditional programs. It might also be argued that many of those who responded were aware of institutions with a physical presence rather than programs within institutions- traditional or non-traditional. From their responses to the question, "What do you know about the program?", it was apparent that Empire State College and the University without Walls program are interchangeable in the mind of many respondents. Also, the

knowledge of most members of the community is at best superficial.

AWARENESS OF NON-TRADITIONAL PROGRAMS

<u>Program</u>	<u>% Users</u>	<u>% Non-Users</u>
Empire State College	31.2	18.8
Regents External Degree	14.5	5.6
University without Walls	26.4	16.4
Mature Returning Students	17.7	7.5
Degree for Experienced Adults	18.4	9.5

COMPARISONS BY OCCUPATION

Occupational Characteristics of Users and Non-Users

Eleven questions with as many as six subsections were devoted to the areas of occupation, job satisfaction, and job mobility. Most noticeable among the results was the contrast between the percentage of users and non-users classified as white collar workers (37.8% of the users as compared with 21.0% of the non-users). The percent of housewives among the non-users and users was nearly equal and reflects the percentage of those not employed outside the home (34.9%) almost exactly. We have not been able to find statistics for those not employed outside the home in any state or national population study, as yet. They do constitute a significant segment of the potential user population which should be served.

PRINCIPAL OCCUPATIONS OF USERS AND NON-USERS

<u>Occupations</u>	<u>% Users</u>	<u>% Non-Users</u>
Professional, technical	17.0	9.7
Managers and administrators (except farm)	8.7	5.3
Clerical and kindred workers	12.1	6.0
Craftsmen	5.6	8.1
Operatives, except transport	4.1	4.4
Housewives	35.7	35.8
Retired	7.0	11.8
Transport equipment operatives	3.7	2.1
Self-employed and small business	0.9	4.2
Laborer, except farm	1.4	3.6
Farmers and farm managers	0.9	1.6
Service workers	5.4	7.3

Changes in Occupation

Over half of the users and non-users have changed occupations at least once, some several times. There seems, however, to be little difference between users and non-users in terms of frequency of occupational change. Sixty-eight percent of the users and 58% of the non-users indicated a change in occupation.

PREVIOUS OCCUPATIONS OF THOSE CHANGING JOBS

<u>Occupation</u>	<u>% Users</u>	<u>% Non-Users</u>
Professional, technical	12.7	13.6
Managers and administrators	15.6	10.2
Clerical and kindred workers	30.5	18.4
Craftsmen	13.5	14.9
Operatives, except transport	8.5	6.8
Housewives	1.4	1.3
Transport operatives	2.1	2.0
Laborers, except farm	5.7	13.6
Small business and self-employed	1.4	2.0
Farmers	0.7	6.4
Service workers	7.8	10.2

As might be expected in times of comparative prosperity, the greatest mobility occurs among those with marketable skills. Changes of occupation under depressed economic conditions may show a changed pattern.

Training Required for Current Position

Fifty-three and three tenths percent of the users and 46.7% of the non-users indicated that some special training was needed to obtain their current jobs. Twenty-one and two tenths percent preferred business or secretarial training and the same percentage indicated one of several trades or technological. Fifteen percent

indicated training in the health related professions, principally nursing. The other large concentration was in the teaching profession which constituted 13.7% of those requiring training prior to starting their current employment.

Training Required During Employment

Only 17% of the sample indicated a need to learn new skills through any kind of specialized training or courses while in their current job. Subject areas most commonly mentioned are included in the following table.

TRAINING NEEDED WHILE EMPLOYED

<u>Type of Training</u>	<u>% of Those Indicating Need</u>
Business, general	16.6
Secretarial	3.2
Computer Science	3.4
Education	12.1
Engineering	2.5
Fine Arts	3.4
Nursing	2.5
Medical Technology	3.4
Trades, Industrial and Service	25.0

Job Satisfaction

There was no indication of any substantial dissatisfaction with current employment or salaries among those surveyed; however, 57.4% of users responding felt upward mobility was possible within their current employment and only 47.9% of the non-users. Twenty-four percent of the users and 28% of the non-users have thought about looking for another job, either inside or outside the present company. Although the differences are not large, job and salary satisfaction and

perceived potential for advance are consistently in favor of the user of post-secondary education.

INDICES OF JOB SATISFACTION OF USERS AND NON-USERS

	<u>% Users</u>	<u>% Non-Users</u>
Job Satisfaction		
very satisfied	60.6	51.9
moderately satisfied	28.9	34.8
a little dissatisfied	7.3	7.3
very dissatisfied	3.2	6.5
Salary Satisfaction		
very satisfied	40.0	33.5
moderately satisfied	38.7	41.3
a little dissatisfied	14.6	16.7
very dissatisfied	6.7	8.5
Advancement Estimates		
gone as far as possible	42.6	52.1
can go quite a bit further	57.4	47.9
Thinking of job change	24.0	28.0

TIME AND FORMAT

Questions 21 through 27 of the survey (see Appendix A - 7) for the questionnaire) deal with time, format, and instructional methods preferred. Again the responses for these questions were categorized by user and non-user in an attempt to discover differences which might exist and become the focus of corrective efforts. Other comparisons are possible and will be made in future analyses.

PREFERENCE FOR PLACE OF STUDY

<u>Location</u>	<u>% User</u>	<u>% Non-User</u>
College campus	40.7	24.6
Work	3.4	2.4
Community Center	10.5	9.0
Local School	29.5	33.8
Home	14.4	25.9
Other	1.5	4.3

In spite of efforts in the area of off-campus or non-campus education, most users prefer either college campuses or local school campuses as educational settings. It is interesting to note the reversal of the location preferred by users and non-users. The users apparently have become oriented toward community college and 4 year college campuses. Non-users preferred high school campuses for study by a ratio of 33.8% to 24.6%. The only substantial defection from the norm was the 25.9% of the non-users who preferred home study.

PREFERENCE FOR DAY OF WEEK

<u>Day</u>	<u>% User</u>	<u>% Non-User</u>	<u>Day</u>	<u>% User</u>	<u>% Non-User</u>
Monday	12.3	10.7	Friday	.2	1.6
Tuesday	7.4	5.5	Saturday	3.9	4.0
Wednesday	5.9	5.3	Sunday	1.2	.2
Thursday	1.0	1.0	Doesn't matter	68.1	71.7

Early week-days are preferred by those interviewees who express a preference, although approximately 4% are interested in Saturday classes. Apparently a great majority of both users and non-users have no day of the week preference.

TIME OF DAY PREFERENCE OF USERS AND NON-USERS

<u>Time of Day</u>	<u>% Users</u>	<u>% Non-Users</u>
7:00-9:00 A.M.	3.7	4.0
9:00-12:00 A.M.	18.1	11.0
12:00-3:00 P.M.	6.5	6.7
3:00-6:00 P.M.	4.7	5.7
6:00-9:00 P.M.	40.9	36.9
Doesn't matter	26	35.5

There is again, in the choice of preferred time of day for study, a remarkable similarity between the user and non-user. The traditional evening class hours from 6:00-9:00 P.M. were clearly the choice of both users and non-users. The 9:00 A.M. to 12:00 noon time appeals to 14.5% of the total sample. This time is convenient to women with children in school and night shift workers in particular.

PREFERENCE FOR CLASS WITH OTHER PART-TIME STUDENTS

<u>Preference</u>	<u>% Users</u>	<u>% Non-Users</u>
With full-time students	4.9	3.8
With part-time students	37.7	37.6
No difference	56.7	54.6
Not applicable	0.3	2.4

Clearly, there is no difference between users and non-users in relationship to this variable. The majority of both groups does not see the matriculation status of his fellow students as a problem. Those that do, 37.7% of the total, would prefer classes with other part-time students. There may be special counselling needs before enrolling and during the early stages of classes for the latter group; however, there is no indication of need for special class scheduling.

Experiences with Non-Traditional Learning Methods

Educational technology has not made a great impact as yet on post-secondary continuing education in the Northeastern Region. Cable television has not begun to broadcast in much of the Region; the unserved area includes the most populous areas. Two-way radio instruction is used almost exclusively in medicine and allied fields. Talk-back telephone instruction has had some limited use, principally in the field of professional education and to some extent in business training.

The experiences of the regional sample is as follows.

NON-TRADITIONAL METHODS OF STUDY

<u>Method Used</u>	<u>% of Sample</u>
Correspondence	13.5
Educational T.V.	12.3
Cable T.V.	4.5
Programmed Instruction	10.8

<u>Method Used</u>	<u>% of Sample</u>
Audio Cassettes	9.8
Tutorial Study	4.5
Radio Broadcast	2.3
Talk-back Telephone Lectures	1.9

MOST COMMONLY GIVEN REASONS FOR LIKING NON-TRADITIONAL METHODS

<u>Method, Reason</u>	<u>% Giving Reason</u>
A. Correspondence	
Ease of understanding	5.2
Self-paced	14.9
Can do at home	14.9
Freedom in study planning	5.2
B. Educational T.V.	
Can be at home	21.0
Interesting/well presented	26.0
C. Cable T.V.	
Variety of subject matter	27.0
Convenience	10.0
D. Programmed Instruction	
Logical Sequencing	11.0
Self-pacing	25.6
Individualized	8.5
E. Audio-Cassettes	
Able to repeat	25.0
Self-paced	18.0
F. Tutorial	
Individual attention	61.0

MOST COMMONLY GIVEN REASONS FOR DISLIKING NON-TRADITIONAL METHODS

<u>Method, Reason</u>	<u>% Giving Reason</u>
A. Correspondence	
No individual instruction	19.0
No incentive	5.2
Impersonal	6.1

<u>Method, Reason</u>	<u>% Giving Reason</u>
B. Educational T.V.	
No individual instruction	16.0
Hard to concentrate	5.0
Lack of choice	4.0
C. Cable T.V.	
Lack of feedback	16.0
D. Programmed Instruction	
No personal contact	15.8
No depth	6.1
E. Audio Cassettes	
Too fast	7.2
Impersonal	4.8
F. Tutorial	
No stimulation	7.3

Those persons indicating a preference for one of the "non-traditional" methods, most often mentioned the self-pacing aspects, as well as a freedom of time and location for study. In all instances, those presentations which involved instructional technology drew criticism because of their impersonal nature. Apparently, most people require some assurance given by personal contact with the instructor and other students at some time during their study.

Preference-Classes versus Independent Study

Both users and non-users expressed a preference for learning in the classroom, with the non-user somewhat less in favor of the classroom and less opposed to independent study.

PREFERENCE: CLASSES VERSUS INDEPENDENT STUDY

<u>Options</u>	<u>% Users</u>	<u>% Non-Users</u>
Classes at school	68.9	52.6
Independent study	19.2	23.0
Doesn't matter	10.0	12.7
Neither	1.9	11.7

It would be interesting to pursue this expression of choice with a sampling of the respondents in view of some of the work of Tough¹⁰ and others relative to learning experiences of adults. It is clear from the results summarized in the table below that a substantial number of interviewees felt the need for direction and academic interchange. Unstructured independent study was not emphasized in this survey and was probably not a factor in the responses given.

REASONS FOR PREFERRING CLASSES AT SCHOOL

<u>Reason</u>	<u>% of Those Preferring Classroom Study</u>
Need direction	18.8
Learn more	13.8
Academic interchange	12.7
Social contact	12.7
No distractions	8.9

REASONS GIVEN FOR INDEPENDENT STUDY

<u>Reason</u>	<u>% of Those Preferring Independent Study</u>
Like self-pacing	33.2
Time factors	8.1
Family and/or work schedules	6.8
Fewer distractions	2.6
Disabled	1.3

FINANCING POST-SECONDARY CONTINUING EDUCATION

Thirty-three and six tenths percent of the users of post-secondary continuing education and 18.4% of the non-users indicated that their employers provided training or financial aid for continuing education.

Among the students currently enrolled in continuing higher education, 40.0% are being reimbursed, 29% by private employers and 12% by a governmental employer.

REIMBURSEMENT OF CURRENT STUDENTS

<u>Source of Funds</u>	<u>% of Those Reimbursed</u>
Governmental employer	12.0
Private employer	29.0
State agency	11.0
Federal agency	4.0
Financial aid from the institution	2.0
Veterans' subsidy	23.0
Teachers' vouchers	15.0

A survey of regional private employers indicated that 62.7% give full to partial subsidies under a variety of conditions. These conditions are delineated in the following table.

EXTENT OF, AND CONDITION FOR FINANCIAL ASSISTANCE

BY PRIVATE EMPLOYERS

<u>Conditions</u>	<u>Number of Firms</u>	<u>% of All Firms</u>
Partial tuition if job related	22	26.5
Full tuition if job related	15	18.1
Partial funding-any course	1	1.2
Full funding-any course	3	3.6

<u>Conditions</u>	<u>Number of Firms</u>	<u>% of All Firms</u>
Funding-extent not specified	9	10.8
For specific categories of employees	2	2.4
No funding indicated	29	34.9
Not ascertained	2	2.4

In those instances where subsidies exist, there are clearly restrictions which encourage certain types of study and inhibit others, and that encourage certain categories of students and inhibit others. All but 4.8% of the industries surveyed restrict funding to job related courses. Other programs used by current students are definitely categorical in nature. Support by State and Federal agencies is usually of this type and designed to meet specific perceived inequities. Veterans' benefits are made available on this basis. Teachers' vouchers (tuition waivers) are a form of compensation from the college to a selected group of teachers in lieu of payment for supervision of practice teachers. These waivers do not reach all teachers, or, in most cases, those most in need of educational assistance.

FAMILY INCOMES OF USERS AND NON-USERS

	Users	Non-Users		Users	Non-Users
None	.3%	1.0%	\$ 8,000 to \$ 8,999	3.2%	7.5%
Less than \$1,000	.95%	1.2%	\$ 9,000 to \$ 9,999	5.9%	7.1%
\$1,000 to \$1,999	1.9%	2.2%	\$10,000 to \$10,999	10.5%	11.0%
\$2,000 to \$2,999	2.2%	2.8%	\$11,000 to \$11,999	6.3%	6.1%
\$3,000 to \$3,999	2.4%	6.5%	\$12,000 to \$14,999	16.5%	11.2%
\$4,000 to \$4,999	4.2%	5.7%	\$15,000 to \$19,999	18.3%	9.1%
\$5,000 to \$5,999	4.2%	6.7%	\$20,000 to \$24,999	6.6%	5.7%
\$6,000 to \$6,999	4.5%	6.3%	\$25,000 to \$34,999	2.4%	2.4%
\$7,000 to \$7,999	2.4%	6.3%	\$35,000 and over	3.2%	.8%

Seventy percent of the non-users fall below \$12,334 in family income. This amount was established, based on Fall 1973 prices, as the income needed for an intermediate standard of living for a family of four in the rural Northeast. The figure allows \$629 for a wide variety of items including gifts, contributions, entertainment, tobacco, alcohol, and education. The national average figures for the above categories are \$12,626 and \$722. Figures have not been developed for urban areas in the Northeast region. Unless one of these low income individuals happens to fall in a categorical aid classification, he is typically excluded from federal and state assistance programs. Part-time students are specifically excluded from Basic Opportunity Grants. They are eligible for student loans, but none of the subsidies, including the New York State Tuition Assistance Program, which are available to full-time students. Continuing education students who pay full tuition while using substantially less of the facilities are in fact subsidizing the full-time program.

Fee or Tuition Which Student is Willing to Pay

In order to ascertain the adults willingness to pay and the reality of his perception of costs, both the general population sample and the current students were asked how much they were willing to pay for a course. Additionally, the current students were asked what fees they were paying for the course which they were taking. The results appear in the following table.

FEE OR TUITION WHICH STUDENTS ARE WILLING TO PAY

Fee	<u>General Population</u>		<u>Current Students</u>	
	<u>% Users</u>	<u>% Non-Users</u>	<u>% Paying Fee</u>	<u>Highest Fee Willing to Pay-%</u>
\$0-\$24	45.9	47.9	8	10
\$25-\$49	27.4	23.5	24	21
\$50-\$74	8.6	11.1	13	14

<u>General Population</u>			<u>Current Students</u>	
<u>Fee</u>	<u>% Users</u>	<u>% Non-Users</u>	<u>% Paying Fee</u>	<u>Highest Fee Willing to Pay- %</u>
\$75-\$99	3.8	4.4	10	10
\$100-\$149	3.5	2.2	22	22
\$150 +	2.3	1.6	23	22

Eighty-one and nine tenths percent of the users and 82.5% of the non-users are willing to pay less than those fees and/or tuition paid by 55% of the current students. With current tuition schedules at the public and private colleges, over 80% of the adult population is, in effect, excluded from the typical credit course without some form of subsidization.

Public Attitude about Public Support for Continuing Education

When asked if they thought education for adults would be an important thing for their community to spend money on, 81% of the users and 84% of the non-users answered in the affirmative. When asked specifically whether courses should be free of charge, partially subsidized, or paid for by the taker, they responded as follows.

PUBLIC SUPPORT FOR CONTINUING EDUCATION SUBSIDIES

<u>Subsidy</u>	<u>% Users Favoring</u>	<u>% Non-Users Favoring</u>
Free of charge	13.1	18.8
Partially funded	60.0	55.5
Paid for by user	26.9	25.7

Clearly, public support exists for some formula to provide support for continuing education. The question to be resolved is, "What elements should be factored into the equation to insure equity?". A possible solution to this problem is suggested in the final section of this report.

CHARACTERISTICS OF THE CURRENT STUDENTS

Many parts of the current student survey have been reported in previous sections of this report. On the following pages, the survey results are reproduced with the questions as asked. Questions 62 through 67, dealing with suggested program content, and questions 70 through 74, dealing with format, have not been previously reported and offer potentially valuable guidance.

Please answer the following questions by circling the number preceding the best answer.

	<u>% Per Category</u>
1. What is your age as of this day?	
1) under 25	34%
2) 25-29	28%
3) 30-34	14%
4) 35-44	13%
5) over 44	10%
2. What is your sex?	
1) male	48%
2) female	51%
3. How would you describe yourself?	
1) Black or Negro	2%
2) Oriental or Asian	.2%
3) Puerto-Rican or Spanish	.2%
4) White or Caucasian	96%
5) Other	1%
4. Were you born or was your father born in a foreign country?	
1) no, native born	85%
2) yes, father foreign-born	11%
3) yes, both foreign-born	3%
5. What is your marital status?	
1) single	39%
2) married-spouse present	54%
3) married-spouse absent	6%

6. Do you have any children living at home or away at school but still dependent on you?

% Per Category

1) no	58%
2) yes, one	13%
3) yes, two	13%
4) yes, three to five	13%
5) yes, more than five	1%

7. What is the highest grade or year of school you ever attended?

1) less than 12 years	2%
2) 12 years	19%
3) 1 year of college	14%
4) 2 years of college	16%
5) 3 years of college	8%
6) 4 years of college	9%
7) graduate or professional	30%

8. What is the highest degree you ever attained?

1) no degree	4%
2) high school diploma	40%
3) certificate at post-secondary level	4%
4) A.A. degree	11%
5) B.S. or B.A. degree	27%
6) M.A. degree	7%
7) Ph.D. or Ed.D.	.3%
8) M.B.A. or D.B.A.	.2%
9) L.L.B. or J.D.	.1%
10) other professional degree	4%

9. What is the highest level of schooling your father attained?

1) 1-8 years	22%
2) 9-11 years	16%
3) 12 years	26%
4) 1 year of college	5%
5) 2 years of college	5%
6) 3 years of college	2%
7) 4 years of college	8%
8) graduate or professional school	9%
9) don't know	5%

10. What is the highest level of schooling your mother attained?

1) 1-8 years	15%
2) 9-11 years	15%
3) 12 years	40%
4) 1 year of college	4%
5) 2 years of college	6%
6) 3 years of college	2%
7) 4 years of college	6%
8) graduate or professional school	1%
9) don't know	4%

11. What is your employment status (job for pay) as of this week? % Per Category
- | | |
|---------------------------------|-----|
| 1) working outside the home | 80% |
| 2) looking for work | 7% |
| 3) not working outside the home | 13% |

For those having or looking for jobs:

12. Does the job you have/had or are looking for involve?
- | | |
|---|-----|
| 1) full-time work | 82% |
| 2) more than half, but less than full-time work | 12% |
| 3) less than half-time work | 6% |

13. How would you best describe the kind of work that you do? (did)?
- | | |
|------------------------------|-----|
| 1) Professional/ technical | 49% |
| 2) Managerial/administrative | 12% |
| 3) Clerical | 17% |
| 4) Sales | 5% |
| 5) Craftsman | 4% |
| 6) Operative | 2% |
| 7) Laborer | 6% |
| 8) Service Worker | 4% |
| 9) Protective Service Worker | 2% |

14. What kind of business or industry do (did) you work in?
- | | |
|--|-----|
| 1) agriculture | 2% |
| 2) manufacturing | 9% |
| 3) construction | 5% |
| 4) transportation and public utilities | 3% |
| 5) wholesale, retail trade | 8% |
| 6) finance, insurance and real estate | 7% |
| 7) business and personal services | 9% |
| 8) professional services | 36% |
| 9) federal government | 6% |
| 10) local or state government | 15% |

15. What is or was your father's occupation?
- | | |
|------------------------------|-----|
| 1) Professional/technical | 20% |
| 2) Managerial/administrative | 18% |
| 3) Clerical | 3% |
| 4) Sales | 8% |
| 5) Craftsman | 15% |
| 6) Operative | 7% |
| 7) Laborer | 24% |
| 8) Service Worker | 4% |
| 9) Protective Service Worker | 2% |

16. What is or was your mother's occupation?
- | | | | |
|------------------------------|-----|----------------------------|-----|
| 1) Professional/technical | 15% | 9) Protective Service | 0% |
| 2) Managerial/administrative | 5% | Worker | |
| 3) Clerical | 21% | 10) Housewife-never worked | |
| 4) Sales | 5% | outside the home | 36% |
| 5) Craftsman | 1% | | |
| 6) Operative | 2% | | |
| 7) Laborer | 9% | | |
| 8) Service Worker | 6% | | |

For those who are now or ever were married:

% Per Category

17. What was the highest level of schooling your spouse attained?	
1) less than 12 years	6%
2) 12 years	30%
3) 1 year of college	8%
4) 2 years of college	11%
5) 3 years of college	3%
6) 4 years of college	14%
7) graduate or professional school	28%
18. What is the employment status of your spouse as of this week?	
1) working outside the home	70%
2) looking for work	3%
3) not working outside the home	27%
19. If your spouse has or is looking for a job, or had a job outside the home, does (did) the job involve:	
1) full-time work	82%
2) more than half, but less than full-time work	6%
3) less than half-time work	7%
4) never worked outside home	5%
20. How would you describe the work that your spouse does (did)?	
1) Professional/technical	41%
2) Managerial/administrative	14%
3) Clerical	16%
4) Sales	6%
5) Craftsman	4%
6) Operative	3%
7) Laborer	5%
8) Service Worker	4%
9) Protective Service Worker	2%
10) Never worked outside home	4%
21. What kind of business or industry does (or did) your spouse work in?	
1) agriculture	1%
2) manufacturing	13%
3) construction	4%
4) transportation and public utilities	5%
5) wholesale and retail trade	11%
6) finance, insurance and real estate	7%
7) business and personal services	11%
8) professional services	32%
9) government	13%
10) never worked outside home	5%

22. What was your income in 1973?	% Per Category
1) no income	7%
2) under \$5,000	23%
3) \$5-7,000	14%
4) \$7-8,000	9%
5) \$8-10,000	17%
6) \$10-15,000	21%
7) \$15-25,000	8%
8) over \$25,000	2%
23. What was your total family income in 1973? Please mark 1) if living at home with parents.	
1) at home with parents	18%
2) under \$5,000	5%
3) \$5-7,000	4%
4) \$7-8,000	4%
5) \$8-10,000	10%
6) \$10-15,000	25%
7) \$15-25,000	26%
8) over \$25,000	7%
24. Did you ever or do you now serve in the Armed Forces?	
1) never served	76%
2) veteran Armed Forces	20%
3) now serving in Armed Forces	4%
25. In what subject area or type of program are you currently enrolled?	
1) Regular academic subjects	30%
2) Trade and industrial	3%
3) Technical	6%
4) Business	18%
5) Professional	27%
6) Social or community service	6%
7) Arts and crafts	4%
8) Family and personal skills	1%
9) Cultural or personal interest	6%
26. What is your status as a student?	
1) enrolled in continuing education or evening division only	80%
2) enrolled full or part-time in regular day program of this institution	18%
3) enrolled full or part-time in regular day program of another institution	3%
27. What day of the week does this class meet? If more than once a week, please mark all days.	
1) Monday	24%
2) Tuesday	26%
3) Wednesday	19%
4) Thursday	24%
5) Friday	5%
6) Saturday	2%
7) Sunday	0%

28. At what hour of the day does this class begin?	% Per Category
1) before noon	5%
2) 12-3:00p.m.	2%
3) 3-4:00 p.m.	2%
4) 4-5:00 p.m.	8%
5) 5-6:00 p.m.	5%
6) 6-7:00 p.m.	43%
7) 7-8:00 p.m.	31%
8) 8-9:00 p.m.	3%
9) 9:00 p.m. or later	1%
29. Is this course offered as a credit course?	
1) yes, credit course	91%
2) no, non-credit course	9%
30. Are you taking this course for credit?	
1) yes, for one or two credits	5%
2) yes, for three credits	68%
3) yes, for four or more credits	14%
4) no, not for credit	13%
31. How many courses are you taking currently in continuing education?	
1) this course only	61%
2) two courses	26%
3) three courses	9%
4) four courses	4%
32. How many hours a week do you spend in study for this class (do not include class time)?	
1) less than 2 hours	28%
2) 2-4 hours	39%
3) 4-6 hours	22%
4) 7-10 hours	6%
5) over 10 hours	4%
33. How many students are there in this class?	
1) less than 5 students	2%
2) 5-10 students	7%
3) 11-15 students	23%
4) 16-20 students	21%
5) 21-30 students	25%
6) more than 30 students	21%
34. How does your taking this class fit into your daily routine?	
1) class directly from work	23%
2) leave work, go home, class	39%
3) leave work, eat out, class	9%
4) class before work	4%
5) class from home	25%

35. How did you get to class this week?	% Per Category
1) Driver, private auto	82%
2) Passenger, private auto	11%
3) bus	2%
4) taxicab	0%
5) walked	5%
36. How far in miles is your present residency away from this class?	
1) 0-5 miles	33%
2) 5-10 miles	23%
3) 10-15 miles	14%
4) 15-20 miles	11%
5) 20-30 miles	10%
6) more than 30 miles	9%
37. Is this class held in the main campus of the institution or a branch campus or at place of work?	
1) main campus	89%
2) branch campus	10%
3) place of work	1%
38. How long does it take you to get home from this course?	
1) less than 10 minutes	19%
2) 10-15 minutes	24%
3) 16-20 minutes	19%
4) 21-30 minutes	19%
5) 31-45 minutes	11%
6) 46-60 minutes	4%
7) more than an hour	3%
39. Where did you first hear about the course or program you are taking?	
1) through own search of schools in area	48%
2) from family	4%
3) from friends	14%
4) at work	10%
5) from job or employment counsellor	4%
6) newspaper or brochure	20%
7) radio	0%
8) television	0%
40. Why are you taking this course in the continuing education division and not in the regular day program?	
1) applied to day and was not accepted	2%
2) taking to transfer credit to day program	10%
3) convenience of hours	65%
4) course offered only in continuing education	13%
5) open enrollment in continuing education	9%

41. Which of the following would you say best describes the reason you are participating in continuing education?
- | | <u>% Per Category</u> |
|---|-----------------------|
| 1) for general information | 12% |
| 2) to improve or advance in job | 48% |
| 3) to get a new job | 20% |
| 4) for community activity | 1% |
| 5) for personal or family interests | 15% |
| 6) for social or recreational interests | 4% |
42. Are you taking courses to satisfy requirements for any one of the following degree programs?
- | | |
|---------------------------------|-----|
| 1) Certificate or 1 yr. diploma | 4% |
| 2) Associate or 2 yr. degree | 23% |
| 3) Bachelor's or 3 yr. degree | 19% |
| 4) Master's degree | 19% |
| 5) Ph.D. or Ed. D. | 2% |
| 6) M.B.A. or D.B.A. | 1% |
| 7) L.L.B. or J.D. | 0% |
| 8) Other professional degree | 4% |
| 9) no, not degree candidate | 26% |
43. If you are not now contemplating a degree or certificate, is your reason because that degree is not now being offered at an institution accessible to you?
- | | |
|-----------------------------|-----|
| 1) yes, because not offered | 15% |
| 2) no, not that reason | 85% |
44. If yes to above, what degree or certificate would you like to see offered?
- | | |
|---------------------------------|-----|
| 1) Certificate or 1 yr. diploma | 5% |
| 2) Associate or 2 yr. degree | 7% |
| 3) Bachelor's or 3 yr. degree | 12% |
| 4) Master's degree | 13% |
| 5) Ph.D. or Ed.D. | 2% |
| 6) M.B.A. or D.B.A. | 1% |
| 7) L.L.B. or J.D. | 1% |
| 8) Other professional degree | 7% |
| 9) no, not degree candidate | 53% |
45. Is your program of courses a continuation in the same subject area as your last full-time educational experience or in a different subject area?
- | | |
|---------------------------|-----|
| 1) same subject area | 46% |
| 2) different subject area | 54% |

46. When you discontinued your education as a full-time student in the past, what was your main reason for doing so?	<u>% Per Category</u>
1) still full-time student	8%
2) lack of adequate financial resources	26%
3) poor academic record	4%
4) serve in armed forces	8%
5) marriage	14%
6) dissatisfaction with school	10%
7) other personal reasons	30%

47. Are you taking your program of courses for job advancement? If yes, what best describes your reason?	
1) no, not for job advancement	34%
2) yes, employer requires	13%
3) yes, I feel it is necessary	43%
4) yes, to take licensing exam	9%

For those taking the course for job advancement:

48. If you feel this course will be of help to you in job advancement, are you upgrading your current skills or retraining in a new area of skills?	
1) upgrading current skills	62%
2) retraining in new area	38%

49. If you hope with the help of continuing education to get a new or different job, how would you describe that occupation?	
1) Professional/technical	51%
2) Managerial/administrative	18%
3) Clerical	2%
4) Sales	2%
5) Craftsman	2%
6) Operative	0%
7) Laborer	0%
8) Service Worker	3%
9) Protective Service Worker	1%
10) Am not looking for new job	21%

50. If you feel this course or program will be of help to you in job advancement; how much of a yearly increase in salary do you expect?	
1) no salary increase	24%
2) \$100-299	10%
3) \$300-499	6%
4) \$500-749	6%
5) \$750-999	4%
6) \$1000-1499	10%
7) \$1500-2000	8%
8) more than \$2000	31%

51. What is the fee you are paying for this course?	<u>% Per Category</u>
1) \$0-24	8%
2) \$25-49	24%
3) \$50-74	13%
4) \$75-99	10%
5) \$100-149	22%
6) \$150 +	23%
52. What is the highest price you would be willing to pay for this course?	
1) \$0-24	10%
2) \$25-49	21%
3) \$50-74	14%
4) \$75-99	10%
5) \$100-149	22%
6) \$150 +	22%
53. Are you being reimbursed either in part or in full for taking your present course work?	
1) yes, reimbursed	40%
2) no, not reimbursed	60%
54. If you are reimbursed in part or in full, by whom?	
1) Government employer	12%
2) Private employer	29%
3) State Agency	11%
4) Federal Agency	4%
5) Financial aid or subsidy from institution	4%
6) Veteran's subsidy	23%
7) Teacher voucher	15%
55. Was the price of tuition something you considered in making your decision to enroll?	
1) yes	47%
2) no	53%
56. If you are being reimbursed in part or in full, would you enroll in this course if you had to pay the entire cost yourself?	
1) yes	74%
2) no	26%

57. Would you take more courses if they were less expensive?	<u>% Per Category</u>
1) yes	55%
2) no	45%
58. If you would favor heavier concentration of hours in certain times, what would they be?	
1) morning	18%
2) afternoon	12%
3) evening	59%
4) weekends	12%
59. Do you plan to take courses in the next term?	
1) yes	76%
2) no	24%
60. If you do not plan to take more courses, what is your reason?	
1) am moving from area	13%
2) courses too costly	10%
3) no interest in other courses	12%
4) have completed requirements for degree	30%
5) personal reasons	25%
6) do not like the course	3%
7) too far to drive	3%
8) have used up veterans or teachers subsidy	4%
61. What is the main reason why you are taking this course at this particular institution and nowhere else?	
1) only institution offering program in the area	28%
2) cost lower at this school	20%
3) closer to home or office	27%
4) time offered more convenient	12%
5) quality of instruction higher	12%
6) parking adequate	1%
62. Are you interested or do you think more courses should be offered across the state in continuing education which are <u>academic</u> ?	
1) no, I think programs are adequate currently	15%
2) yes, I would be interested in new programs for my own use	49%
3) yes, although I would not use new programs, I think they should be offered to others	36%
63. <u>trade or technical</u> ?	
1) no, programs adequate	12%
2) yes, would use personally	30%
3) yes, for use of others	58%
64. <u>business-oriented</u> ?	
1) no, programs adequate	20%
2) yes, would use personally	32%
3) yes, for use of others	48%

65. <u>professional</u> or at the <u>graduate</u> level?	<u>% Per Category</u>
1) no, programs adequate	16%
2) yes, would use personally	57%
3) yes, for use of others	27%
66. <u>social</u> and <u>community service</u> subjects?	
1) no, programs adequate	16%
2) yes, would use personally	36%
3) yes, for use of others	47%
67. <u>arts and crafts</u> , <u>culture</u> or <u>personal interest</u> subjects?	
1) no, programs adequate	17%
2) yes, would use personally	49%
3) yes, for use of others	34%
68. Would you prefer to take a course with a <u>longer class hour</u> at each meeting, such as a full day on a weekend but with fewer class meetings?	
1) no, programs adequate	73%
2) yes, would use personally	23%
3) yes, for use of others	4%
69. Are you interested in or do you think there is a need for more <u>branch</u> or <u>local campuses</u> to be opened?	
1) no, programs adequate	49%
2) yes, would use personally	33%
3) yes, for use of others	18%
70. Are you interested in or do you think there is a need for an " <u>open university</u> " (expanded home television and correspondence program)?	
1) no, programs adequate	33%
2) yes, would use personally	39%
3) yes, for use of others	28%
71. Are you interested in or do you think there is a need to have courses in your <u>work place</u> ?	
1) no, programs adequate	49%
2) yes, would use personally	40%
3) yes, for use of others	11%
72. Do you think there is a need to have courses that give <u>credit for experience</u> outside the classroom?	
1) no, programs adequate	12%
2) yes, would use personally	71%
3) yes, for use of others	17%

73. Do you feel greater counselling services are needed where educational alternatives and opportunities as well as problems can be discussed? % Per Category

- | | |
|------------------------------|-----|
| 1) no, programs adequate | 22% |
| 2) yes, would use personally | 59% |
| 3) yes, for use of others | 19% |

74. If you are married, would you be interested in bringing your family together to a center where a variety of children's and adult's programs would be offered separately but at the same time and in the same building?

- | | |
|------------------------------|-----|
| 1) no, programs adequate | 21% |
| 2) yes, would use personally | 57% |
| 3) yes, for use of others | 22% |

EDUCATIONAL EFFORTS OF BUSINESS AND INDUSTRY

The questionnaire as mailed to the business and industry is included in Appendix A 18 . On the following pages the results of the survey are reproduced in tabular form.

Fifty-six and six tenths percent of the reporting firms indicated that they do have training programs. One thousand six hundred and sixty-one (1,661) employees were engaged in these programs. The range of participation in these programs varies from 2 to 600 employees. The largest single training program deals with job instruction in some specialty. Thirty-seven and four tenths percent of the firms indicate that they do have guidance and/or educational placement.

In addition to the 1,661 employees in training programs, the firms report 933 known participants in adult education classes at area schools or colleges. Fifty-four of the reporting firms have financial assistance programs. As has been previously reported, 44.6% of the assistance programs are limited to job related studies.

The table on page 78 gives reasons for employees not enrolling in courses, as perceived by officers of the employing firm. Forty-nine and four tenths percent gave lack of interest as the principal reason. Lack of time was the next most commonly mentioned cause. The general sample, however, listed time as the major factor, with family responsibilities, work schedules, and cost following in that order.

The reason for employees enrolling mentioned most frequently by employer representatives was the increased opportunity for job promotion. Personal satisfaction was mentioned first by the second largest number of employer representatives. Personal satisfaction was rated first by the persons responding to the general survey and job related reasons fourth.

Questions 14, 15, and 16, which dealt with curriculum suggestions relative to skills which will be increasing in demand and skills which will be decreasing in demand, were responded to only in very general terms. Projecting industrial trends is at best, hazardous, and under present conditions it may be virtually impossible. It may be that the respondents were reflecting current unstable conditions or it may very well be that manpower training is one of the last considerations in industrial planning. This latter case may be especially true under conditions where an ample supply of trained personnel exists.

PERCENTAGE OF FIRMS BY NUMBERS OF EMPLOYEES IN EACH INCOME LEVEL

Income (in thousands of dollars)

<u>Number of Employees</u>	<u>Under 5</u>	<u>5-6</u>	<u>6-7</u>	<u>7-8</u>	<u>8-9</u>	<u>9-10</u>	<u>10-12</u>	<u>12-15</u>	<u>15-19</u>	<u>20+</u>
0	32.5%	18.1%	9.6%	6%	8.4%	7.2%	2.4%	4.8%	2.4%	12%
1-5	12%	12%	6%	12%	7.2%	9.6%	18.1%	14.5%	28.9%	28.9%
6-25	8.4%	18.1%	24.1%	22.9%	22.9%	24%	25.3%	31.3%	22.9%	28.9%
26-50	1.2%	4.8%	9.6%	9.6%	12%	12%	6%	7.2%	8.4%	1.2%
51-100	8.4%	8.4%	10.8%	13.3%	12%	9.6%	9.6%	6%	4.8%	1.2%
101-200	3.6%	7.2%	8.4%	7.2%	4.8%	4.8%	7.2%	8.4%	1.2%	1.2%
201-500	3.6%	4.8%	6%	4.8%	2.4%	6%	4.8%	1.2%	2.4%	0%
501-1,000	1.2%	0%	0%	0%	1.2%	1.2%	0%	0%	0%	0%
1,000 +	0%	0%	0%	0%	1.2%	0%	1.2%	0%	0%	0%
Not Ascer- tained or Inappro- priate	28.9%	26.5%	25.3%	24.1%	27.7%	25.3%	25.3%	26.5%	26.5%	26.5%

PERCENTAGE OF FIRMS BY NUMBERS OF EMPLOYEES

IN EACH OCCUPATIONAL CLASSIFICATION

Number of Employees	<u>Occupational Classification</u>							
	Professional, Technical & Managerial	Clerical & Sales	Service	Process- sing	Machine Trades	Bench Work	Structural Work	Miscel- laneous
0	0%	0%	21.7%	27.7%	26.5%	51.8%	63.9%	34.9%
1-5	8.4%	12%	22.9%	6%	7.2%	7.2%	3.6%	4.8%
6-25	32.5%	28.9%	22.9%	8.4%	19.3%	14.5%	3.6%	18.1%
26-50	15.7%	15.7%	9.6%	7.2%	10.8%	1.2%	1.2%	6%
51-100	12%	15.7%	8.4%	9.6%	10.8%	2.4%	1.2%	8.4%
101-200	12%	4.8%	3.6%	14.5%	9.6%	2.4%	1.2%	8.4%
201-500	10.8%	13.3%	2.4%	10.8%	3.6%	2.4%	2.4%	6%
501-1,000	2.4%	3.6%	0%	2.4%	0%	1.2%	0%	0%
1,000 +	2.4%	2.4%	1.2%	2.4%	2.4%	1.2%	0%	2.4%
Not Ascer- tained or Inappro- priate	3.6%	3.6%	7.2%	10.8%	9.6%	15.7%	22.9%	10.8%

FIRMS HAVING TRAINING PROGRAMS

	<u>Number of Firms</u>	<u>Percentage</u>
Yes	47	56.6%
No	36	43.4%
Total	83	100.0%

EXACT NUMBER OF EMPLOYEES IN TRAINING PROGRAMS FOR 83 FIRMS

<u>Exact Number of Employees in Program</u>	<u>Number of Firms</u>	<u>Total Number of Employees for All Firms</u>
0	48	0
2	1	2
3	2	6
4	4	16
5	1	5
6	1	6
7	1	7
8	1	8
10	5	50
13	1	13
14	1	14
15	5	75
20	1	20
25	4	100
26	1	26
33	1	33
50	1	50
60	1	60
70	1	70
500	1	500
600	1	600
Totals	83	1,661

PROGRAM DESCRIPTION FOR 83 FIRMS

<u>Training Program Description</u>	<u>Number of Firms for Each Program</u>	<u>Percentage of Total Firms</u>
Inappropriate	35	42.2%
Short course to familiarize with skills	3	3.6%
Weekly or monthly training sessions to inform employees of new techniques	2	2.4%
Specialty instruction-on the job	21	25.3%
Specialty instruction-home correspondence	2	2.4%
Combination work-study/class and supervised work	1	1.2%
Combination class instruction and on the job	3	3.6%
Combination basic and specialty training	2	2.4%
Classroom instruction	1	1.2%
Training course-unspecified	6	7.2%
Not ascertained	5	6.0%
Totals	83	100.0%

GUIDANCE AND/OR EDUCATIONAL PLACEMENT

	<u>Number of Firms</u>	<u>Percent of Total Number of Firms</u>
Yes	31	37.4%
No	51	61.4%
Not Ascertained	1	1.2%
Total	<u>83</u>	<u>100 %</u>

NUMBER OF EMPLOYEES ATTENDING ADULT EDUCATION CLASSES

<u>Number of Persons Attending</u>	<u>Number of Firms</u>	<u>Total Number of Persons</u>
0 (Don't know, Inapp. or Not Ascertained)	42	0
1	1	1
2	4	8
3	5	15
5	4	20
6	4	24
7	1	7
8	1	8
10	3	30
11	1	11
20	1	20
25	2	50
30	2	60
40	2	80
43	1	43
50	2	100
66	1	66
80	1	80
85	1	85
100	1	100
125	1	125
Totals	83	933

REASONS FOR EMPLOYEES NOT ENROLLING RANKED BY EIGHTY-THREE FIRMS

Reasons for Not Enrolling	Ranks							Don't Know	Not Ascertained
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th		
Simply not interested	49.4%	16.9%	8.4%	4.8%	4.8%	0 %	0 %	2.4%	13.3%
Courses not available	7.2%	10.8%	9.6%	12 %	13.3%	6 %	0 %	2.4%	38.5%
Not aware of the availability	2.4%	12 %	20.5%	12 %	13.3%	3.6%	2.4%	2.4%	31.3%
Lack financial resources for enrollment	6 %	4.8%	16.9%	15.7%	4.8%	15.7%	0 %	2.4%	33.7%
Lack of time	15.7%	31.3%	14.5%	7.2%	3.6%	2.4%	0 %	2.4%	22.9%
No chance for advancement	0 %	4.8%	7.2%	3.6%	12 %	21.7%	2.4%	2.4%	45.8%
Other reasons	8.4%	2.4%	1.2%	0 %	0 %	0 %	0 %	2.4%	85.5%

REASONS FOR EMPLOYEES ENROLLING RANKED BY EIGHTY-THREE FIRMS

Reasons for Employees Enrolling	Ranks					Don't Know	Not Ascertained
	1	2	3	4	5		
Improve job performance	8.4%	19.3%	32.5%	13.3%	0%	2.4%	24%
Increase chances for promotion	51.8%	13.3%	13.3%	4.8%	0%	2.4%	14.5%
Retrain for another job	3.6%	34.9%	12%	22.9%	1.2%	2.4%	22.9%
Personal satisfaction	20.5%	14.5%	24%	18.1%	0%	2.4%	20.5%
Other	2.4%	1.2%	0%	0%	0%	2.4%	92.7%

FINANCIAL ASSISTANCE TO EMPLOYEE'S EDUCATION COSTS BY FIRM

	<u>Number of Firms</u>	<u>Percentage of Total Firms</u>
Yes	54	65.1%
No	29	34.9%
Total	83	100 %

EXTENT OF, AND CONDITIONS FOR FINANCIAL ASSISTANCE BY FIRMS

<u>Conditions</u>	<u>Number of Firms</u>	<u>Percentage of All Firms</u>
Inappropriate	29	34.9%
If Course Job Related- Partial Tuition	22	26.5%
If Course Job Related- Full Tuition	15	18.1%
Partial Funding For Any Course	1	1.2%
Full Funding For Any Course	3	3.6%
Provides Funding- Extent Not Specified	9	10.8%
For Certain Employees, Funding If Course Is Passed	2	2.4%
Not Ascertained	2	2.4%
Totals	83	100.0%

SUGGESTED CURRICULUM CONTENT BY FIRMS

<u>Suggested Courses</u>	<u>Frequency</u>		
	<u>1st Response</u>	<u>2nd Response</u>	<u>3rd Response</u>
Business and Commerce, General	1		
Business Administration and Management	1		
Office Management and Supervision		1	1
Business Communications	1		
Report Writing	1	2	
Business Economics		1	
Business Law		1	
Secretarial Studies	1		
Office Practice	1		
Typewriting		1	
Retail Buying	1		
Retail Merchandising		1	
Personnel Management		1	1
Engineering, General	1		
Mechanical Engineering		1	
Industrial and Management Engineering	1		
English, General	1		
Reading			1
Composition			1
Speech	1		
First Aid			1

SUGGESTED CURRICULUM CONTENT BY FIRMS (CONTINUED)

<u>Suggested Courses</u>	<u>Frequency</u>		
	<u>1st Response</u>	<u>2nd Response</u>	<u>3rd Response</u>
Mathematics, General	3		
General Science		1	
Physical Sciences, General			1
Economics			1
Social Psychology	1		
Electronics	1		
Machine and Metal Industries	1	1	
Textile Production and Fabrication	2		
Existing or Company Courses Adequate	7		
Other	4	3	2
None	6		
Not Ascertained	47	69	74
Totals	83	83	83

SUGGESTED SKILLS OF IMPORTANCE BY FIRMS

<u>Suggested Skills</u>	<u>Frequency</u>		
	<u>1st Response</u>	<u>2nd Response</u>	<u>3rd Response</u>
Business and Commerce, General	1		
Accounting and Bookkeeping			1
Data Processing Accounting	1		
Business Administration and Management	5		2
Office Management and Supervision	2	1	
Business Communications	2	1	
Report Writing		1	
Labor and Industrial Relations	1		1
Labor-Management Relations	1		
Secretarial Studies	1		2
Business Machines			1
Retail Buying		1	
Retail Merchandising			1
Retail Salesmanship		1	
Personnel Management	1	1	
Computer and Information Sciences	4	1	
Data Processing	5	1	
Computer Programming	1	2	
Key Punch Operator and Other Input Preparation Technologies	1		
Computer Operator and Peripheral Equipment Operation Technologies			1
Engineering, General		2	1
Chemical Engineering	1		

SUGGESTED SKILLS OF IMPORTANCE BY FIRMS (CONTINUED)

<u>Suggested Skills</u>	<u>Frequency</u>		
	<u>1st Response</u>	<u>2nd Response</u>	<u>3rd Response</u>
Electrical, Electronics and Communications Engineering	1	1	
Mechanical Engineering			2
Industrial and Management Engineering	1		1
Environmental and Sanitary Engineering	1		
Spanish	1		
Medical Laboratory Technology		1	
Mathematics, General	1	2	
Mathematics, Other	1		
General Science	1		
Organic Chemistry		1	
Pharmaceutical Chemistry	1		
Electronics	4	1	
Food Services and Quantity Food Occupations		1	
Instrument Maintenance and Repair	1		
Machine and Metal Industries	3	1	1
Welding	1		
Tool and Die Making	1		
Textile Production and Fabrication		1	
Tailoring		1	
Sewing		1	
Existing of Company Courses Adequate	1		
Other	4	5	5

SUGGESTED SKILLS OF IMPORTANCE BY FIRMS (CONTINUED)

<u>Suggested Skills</u>	<u>Frequency</u>		
	<u>1st Response</u>	<u>2nd Response</u>	<u>3rd Response</u>
Don't Know	3		
Not Ascertained	27	53	64
Totals	83	83	83

CONCLUSIONS AND RECOMMENDATIONS

Summary of Conclusions

1. There is a direct relationship between early success with formal education and the probability that individuals will continue in post-secondary studies.
2. Lack of available time is perceived by a large sector of the population as a major deterrent to continuing education.
3. The area from which a college may expect to draw students is encompassed in a circle with a radius of 20 miles.
4. Personal improvement is the most frequent reason given by the public for post-secondary studies.
5. Most potential students and current students prefer week-day evenings for class attendance.
6. Forty percent of current students are currently subsidized. Subsidies by employers, however, are generally restricted to job related courses.
7. The non-user is typified by negative feeling about his ability to survive in an academic atmosphere.
8. The non-user is also less well informed about study alternatives available to him.
9. Non-users show a greater interest in home study and off-campus study situations than do users; however, study on campus is still the preferred method for study by both groups. This preference is related to a need for periodic reinforcement by teachers or fellow students. Hartnett et al. reported a similar feeling among students using British Open University material at three colleges in the United States⁵.
10. Seventy percent of the non-users fall below the intermediate level of income for a family of four. The cost barrier is most severe for those who are in greatest need.

Recommendations to Meet These Problems

Off-Campus Learning Centers It is recommended that off-campus learning centers be established in localities more than 20 miles from an existing educational institution. These centers would preferably be established in conjunction with local libraries which have a commitment to post-secondary education and some already existing resources, in the form of books, periodicals, and instructional technology.

These centers should have at least one room equipped for classroom instruction and should have instruction hardware sufficient for independent study. The staff should function as advisors (mentors) for their local constituents and contact persons for area education institutions. Instruction would be conducted cooperatively by colleges within the region. Similar centers should be operated throughout the region to provide instruction in disciplines which are not offered by the local institution(s). Under this plan, colleges with strengths in specialized areas could offer courses in these areas throughout the region, thereby increasing the availability of the courses and increasing their clientele. Information on needs and planning for course logistics could be handled by the local mentors.

- a. Bring courses closer to the client.
- b. Increase course offerings within subregions.
- c. Provide a non-threatening locale for students.
- d. Provide academic advisement for those needing it.
- e. Provide a focus for cooperation among post-secondary institutions.
- f. Provide information about and access to a variety of courses in a variety of formats.

The off-campus center should have available to it a regional library of non-traditional materials (i.e. correspondence courses, programmed instruction, audio-cassettes, films, T.V. cassettes, etc.) to supplement traditional courses. Telephone and/or two-way radio capability are immediate technological possibilities, with the eventual possibility of cable T.V.. These techniques should supplement classroom sessions particularly for those who are reluctant or unable to attend class or those who need subject matter for which demand is not sufficient to mount a formal class.

Learning centers of this type should be guided by a board of directors composed of representatives of subregional educational institutions participating in the educational program. This will require substantial cooperation by all educational institutions and may be some time in developing. A pilot center would be an appropriate first step.

Financial Assistance

The adults who do not use continuing education should be the first target of any program designed to provide equity of support in continuing education. It must be considered in planning that 40% of the current students have some support. Also, 55% indicated that cost was not a factor in deciding to take the course in which they were enrolled. All inequities mentioned in the section "Financing Post-Secondary Continuing Education" must be considered in a complete overhaul of the financing structure; however, the most immediate and serious of these inequities is the burden on those in the lower income categories. To meet the problem of those 70% who are below the intermediate income level, the following plan is suggested.

A graduated tuition waiver plan should be instituted based on the adjusted

family income. The waiver would start at 100% for those with incomes of \$3,000 or less and decrease to 0% for those with incomes in excess of \$20,000. The waiver would be available to the student to use at any institution within the State and should be based on the current per hour rate for part-time study - not to exceed 1/30 of the annual tuition rate for full-time students for each credit hour

TUITION WAIVERS FOR VARIOUS FAMILY INCOMES

<u>Income Level</u>	<u>% Tuition Waiver</u>	<u>Income Level</u>	<u>% Tuition Waiver</u>
0- 2,999	100	11,000-11,999	63
3,000- 3,999	98	12,000-12,999	56
4,000- 4,999	95	13,000-13,999	49
5,000- 5,999	92	14,000-14,999	41
6,000- 6,999	87	15,000-15,999	33
7,000- 7,999	83	16,000-16,999	25
8,000- 8,999	78	17,000-17,999	17
9,000- 9,999	75	18,000-18,999	10
10,000-10,999	69	19,000-19,999	5

In addition, adjustment of institutional support for continuing education programs in public institutions should be based on a use formula which credits continuing education divisions on the basis of C.E.U. Units,⁴ or some similar formula, for instruction provided. A system of this type would insure the direction of funds generated by continuing education programs into the development of programs for a growing clientele.

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SURVEY INSTRUMENTS

A-1

ADDRESS _____

INTERVIEWER NUMBER _____

DATE _____

COUNTY _____

TIME INTERVIEW BEGAN _____ ENDED _____

RES. ID NUMBER _____

RESPONDENT'S NAME _____

DATE OF BIRTH _____

MARITAL STATUS: 1. MARRIED _____ 2. WIDOWED _____ 3. DIVORCED _____
4. SEPARATED _____ 5. NEVER MARRIED _____

1. I would now like to list all other members of the household and their ages. First the head of the household, and then all other members from the oldest down to the youngest.

NAME	AGE	STUDENT - PART OR FULL TIME	NAME OF SCHOOL
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____

2. Are any members of the family presently enrolled in any school or educational program?

- A. (If yes) Is that full-time or part-time?
B. (If yes) What is the name of the school?

FILL IN COLUMNS FOR THOSE ENROLLED IN SCHOOLS.

RANDOMLY CHOOSE RESPONDENT FROM AMONG ADULTS 18 YEARS OF AGE OR OLDER WHO ARE NOT FULL-TIME STUDENTS.

3. What things do you enjoy most in your spare time; that is, in the time you have left over after work and household tasks are done for the day?

4. About how many hours a week do you consider to be free time? _____

5. Where would you go in this area if you wanted to study history, math, or science?
(GET NAME OF SCHOOL(S) IF MENTIONED)

6. Suppose a person wanted to learn typing or accounting, where is the closest place he/she could go to learn? (GET NAME OF SCHOOL(S) IF MENTIONED)

7. Suppose a person who hadn't graduated from high school wanted to get an equivalency diploma, where is the closest place? (GET NAME OF SCHOOL(S) IF MENTIONED)

8. Suppose a person who hadn't finished college wanted to finish his work and get a college degree, where is the closest place? (GET NAME OF SCHOOL(S) IF MENTIONED)

IF NO COLLEGE NAMED ABOVE ASK QUESTION 9

9. Is this area served by any community colleges or four-year colleges?

(1) YES

(2) NO

If yes, which ones are they? _____

10. Have you ever been on the campus of any of the schools on this list?
(HANDCARD #1)

(1) YES

(5) NO

(If yes) which ones are they? _____

11. In the last five years have you ever attended a lecture, meeting, or course at one of these schools?

(1) YES (LIST BELOW)

(5) NO

(If yes) what was it?

EVENT	SCHOOL
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

12. There are several relatively new approaches to adult education in the area; have you heard of any of the following?

A. Empire State College (1)YES (5) NO What have you heard? _____

B. External Degree Program (1)YES (5) NO What have you heard? _____

C. University Without Walls (1)YES (5) NO What have you heard? _____

D. Mature Returning Student Program (1)YES (5) NO What have you heard? _____

E. Degree for Experienced Adults (1)YES (5) NO What have you heard? _____

13. Would you be interested in bringing your family to a center where a variety of children's and adult's programs would be offered separately but at the same time?

- 1) no, programs adequate
2) yes, would use personally
3) yes, for use of others

14. We would now like to ask about your educational history. Could you tell me if you attended:

LEVEL	YES	NO	PUBLIC	PRIVATE
GRAMMAR				
JR. HIGH				
HIGH SCHOOL				
JR. COLLEGE				
COLLEGE				
ADVANCED DEGREES				

a) Highest grade attended: 1,2,3,4,5,6,7,8,9,10,11,12; college, 1,2,3,4,5,&.

b) Degrees, certificates, or diplomas obtained: _____

15. Have you taken adult education courses of any sort?

(1) YES

(5) NO (GO TO QUESTION 17)

- A. What course was that? (LIST COURSES)
B. Where did you take the course? (NAME OF SCHOOL)
C. What year was that?
D. Did you receive credit toward a degree for the course?
E. (If yes,) What degree was that?

COURSE	NAME OF SCHOOL	YEAR	CREDIT		DEGREE
			YES	NO	
			1	5	
			1	5	
			1	5	

16. Do you recall how you first heard about these courses? (How did you learn about these courses?) _____

17. Are there any courses which you felt that you would like to take but did not?

(1) YES (list below)

(5) NO(GO TO QUESTION 18)

A. What kinds of courses did you have in mind? (GO THROUGH THE LIST OF COURSES GIVEN BY RESPONDENT AND ASK THE FOLLOWING QUESTIONS ABOUT EACH COURSE.)

B. What stopped you from taking the course(s)? (FILL IN COURSE NAME)

C. If you had a chance now to take the course(s) (COURSE NAME), would you take it?

COURSES	REASONS FOR NOT TAKING	WOULD YOU TAKE NOW
1. _____		(1)YES (5)NO
2. _____		(1)YES (5)NO
3. _____		(1)YES (5)NO
4. _____		(1)YES (5)NO
5. _____		(1)YES (5)NO

GO TO QUESTION 18

18. Does your employer provide training or financial aid for continuing education?

(1) YES

(5) NO

19. Have any relatives ever taken an adult education course of any sort? (ENTER IN CHART BELOW)

(1) YES

(5) NO

(7) DON'T KNOW

- A. Who was it?(Relationship)
 B. What kind of course was that?
 C. Where was it?
 D. What year?

RELATIONSHIP	COURSE	SCHOOL	YEAR
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			

20. I have here a list of courses that many colleges and community colleges offer regularly (HANDCARD #2). Which of these courses do you think you would find most interesting? PROBE Any others?

HANDCARD # 2

Great Books	Home repairs
History	Sewing or cooking
Mathematics	Gardening
Foreign Languages	Infant or child care
Music Appreciation	Speed reading
Machine Shop	Personality development
Typing or Shorthand	Public speaking
Salesmanship	Physical fitness
Office Management	Religion, morals, or ethics
Electronics	International affairs
Photography	Community government
Bridge lessons	Democracy
Dancing lessons	Citizenship or Americanization
Swimming or golf lessons	Agricultural subjects
Music or art lessons	Driving lessons

21. If you were given a choice of location for a college level course, would you prefer to take it on campus, at your place of work, at a community center, at a local school, at home, or some other place?

- 1) Campus
- 2) Work
- 3) Community Center
- 4) Local School
- 5) Home
- 6) Other _____
(specify)

22. What day of the week would you prefer or doesn't it matter?

- 1) Monday
- 2) Tuesday
- 3) Wednesday
- 4) Thursday
- 5) Friday
- 6) Saturday
- 7) Sunday
- 8) Doesn't Matter

23. What time of day would you prefer or doesn't it matter?

- 1) 7:00 a.m. - 9:00 a.m.
- 2) 9:00 a.m. - 12:00 noon
- 3) 12:00 noon - 3:00 p.m.
- 4) 3:00 p.m. - 6:00 p.m.
- 5) 6:00 p.m. - 9:00 p.m.
- 8) Doesn't Matter

24. How much time would you be willing to spend in traveling to a course?
(One way time) _____

25. Would you prefer to attend classes with full-time students or other part-time students or wouldn't it make any difference?

- 1) Full-time
- 2) Other part-time
- 3) No difference

26. There are many methods today which people use to learn. As I read them off, tell me if you have ever studied in any of these ways.

- | | | |
|------------------------------------|---------|--------|
| A) Correspondence Course | (1) YES | (5) NO |
| B) Educational T.V. | (1) YES | (5) NO |
| C) Cable T.V. | (1) YES | (5) NO |
| D) Programmed Instruction | (1) YES | (5) NO |
| E) Audio Cassettes | (1) YES | (5) NO |
| F) Tutorial Study | (1) YES | (5) NO |
| G) Radio Broadcast Study Centers | (1) YES | (5) NO |
| H) Talk-back Telephone Instruction | (1) YES | (5) NO |

(IF YES TO ANY ABOVE) What did you like (or dislike) about the method?

- A) Correspondence Course _____
- B) Educational T.V. _____
- C) Cable T.V. _____
- D) Programmed Instruction _____
- E) Audio Cassettes _____
- F) Tutorial Study _____
- G) Radio Broadcast Study Centers _____
- H) Talk-back Telephone Instruction _____

27. Suppose that you wanted to take a course that was being offered either by attending classes one evening a week at a nearby school, or by means of independent study. If you were to take the course, which of these methods would you prefer -- the classes at school or the independent study?

1) Classes at school

2) Independent study

3) Wouldn't matter

4) Neither

A. (IF ANSWERED 1 OR 2) Why would you prefer this method? _____

28. I have here a list of reasons people give for taking courses. If you were to take a course, which reason(s) would be closest to your own?

(CIRCLE THE NUMBER OF THE RESPONSES)

1) To become a more informed person, generally.

2) Required for professional certification, etc.

3) Recreational or personal enjoyment

4) Job related.

5) Desire to become a better parent or spouse.

6) Meeting new and interesting people.

7) Preparation for return to full-time study

8) Other _____
(specify)

29. Here are some of the reasons people have given for not participating in adult education. Do any of these reasons apply in your case?

- | | | |
|---|---------|--------|
| A) Cost is too high | (1) YES | (5) NO |
| B) Not enough time | (1) YES | (5) NO |
| C) Family responsibilities | (1) YES | (5) NO |
| D) Work schedule interferes | (1) YES | (5) NO |
| E) Takes too long to complete program | (1) YES | (5) NO |
| F) Don't feel that I could go back to school successfully | (1) YES | (5) NO |
| G) Courses I'm interested in are not available | (1) YES | (5) NO |
| H) Child care not available | (1) YES | (5) NO |
| I) Too tired at the end of the day | (1) YES | (5) NO |
| J) Don't enjoy studying | (1) YES | (5) NO |
| K) No transportation | (1) YES | (5) NO |
| L) Don't know what I'd like to learn | (1) YES | (5) NO |
| M) No information on courses available | (1) YES | (5) NO |

30. If the class was held at a local college once a week, how hard would it be for you to get there, very hard, somewhat difficult, or easy?

- 1) very hard (ANSWER A)
- 2) somewhat difficult (ANSWER A)
- 3) easy

A. What would be the major difficulty? _____

31. In general, do you think that educational classes for adults would be an important thing for your community to spend public money on?

- (1) YES (5) NO

32. Do you think that adult education classes should be offered free of charge to the public, partially funded by the community, or that those who want to take them should have to pay for them?

- 1) should be free of charge
- 2) partially funded
- 3) those who want them should pay for them

33. How much would you be willing to pay for an adult education course?

- 1) \$0 - \$24 2) \$25 - \$49 3) \$50 - \$74 4) \$75 - \$99
5) \$100 - \$149 6) \$150+ 7) Doesn't matter

34. Have you been in the armed services?

- (1) YES (ANSWER A, B AND C) (5) NO (GO TO QUESTION 35)

A) Are you eligible for veteran's educational benefits?

- (1) YES (5) NO

B) Did you ever receive any education under the G.I. Bill?

- (1) YES (5) NO

C) Do you know what your veteran's educational benefits are?

- (1) YES (5) NO

35. What is your principle occupation? _____

A) Are you currently engaged in this or some other occupation?

- 1) THIS OCCUPATION (GO TO C)
2) SOME OTHER (GO TO B)
3) NO (GO TO QUESTION 44)

B) What occupation are you presently engaged in? _____

C) Name of employer _____

D) How long have you worked for your present employer (or How long have you been self-employed)? _____

E) About how many hours do you work on your job in the average week?

_____ hours a week

F) During what hours do you usually work? _____

36. We are trying to determine how often people change their life work. Has this always been your life work or did you do something else before this?

(Answers in the following chart)

1) Always- GO TO QUESTION 37

5) Something else- GO TO QUESTION 36A

A. What were your previous occupations?

B. Where?

C. For how long?

OCCUPATION	LOCATION	HOW LONG
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

37. Do you have fairly regular working hours or do they vary quite a bit?

(1) regular

(5) vary

38. Did you need specialized training to initially obtain your current position?

1) YES (GO TO 38A)

5) NO

A. What kind of training was that? _____

B. Where did you get this training? _____

39. Has your job ever required you to learn new skills through any kind of specialized training, or course?

1) YES (GO TO QUESTION 39A)

5) NO

A. What kind of training was that? _____

B. Where did you get this training? _____

41. How satisfied are you with your present salary- would you say very satisfied, moderately satisfied, a little dissatisfied, or very dissatisfied?

42. Would you say that you have gone about as far as you can go in your present line of work, or that you can probably go quite a bit further?

43. Have you thought about looking for another job- either with the company you are with or with another company?

- A. What kind of job?

- B. Would this require any special training?

- 1) YES 5) NO

- C. Where could you get this training?

GO TO QUESTION 46

44. Have you ever done any work for pay?

- 1) YES 5) NO

(IF YES)

- A. What sort of work did you do in your last job?

- B. How long ago was that?

- ### C. Where?

- D. How long did you work at that job?

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45. Have you any interest in getting a job in the near future?

1) YES

5) NO

(IF YES)

A. What kind of job would you be interested in? _____

B. Do you have the necessary training or would you have to get some training?

1) Have training

5) Need training

C. If you needed to get training, what kind would it be? _____

D. Where would you go for the training? _____

46. Have you always been a New York State resident?

1) YES

5) NO (GO TO 46A)

A. Where did you live before? _____

B. When did you come to New York? _____

47. Were you brought up mostly in the country, in a town, in a small city, or in a large city?

1) Country (0-2500)

2) Town (2500-10,000)

3) Small City (10,000-50,000)

4) Intermediate City (50,000-250,000)

5) Large City (250,000+)

48. How long have you lived in this locality? _____

49. Please look at this card (HANDCARD #3) and tell me first the letter of the income group that includes the income of all members of your family in 1972 before taxes and then tell me the letter which would represent your personal income group. This figure should include dividends, interest, salaries, wages, pensions, and all other incomes. (IF UNCERTAIN: What would be your best guess?)

<u>Family Personal</u>		<u>Family Personal</u>	
A 01 None		J 10 \$8,000 to \$8,999	
B 02 Less than \$1,000		K 11 \$9,000 to \$9,999	
C 03 \$1,000 to \$1,999		L 12 \$10,000 to \$10,999	
D 04 \$2,000 to \$2,999		M 13 \$11,000 to \$11,999	
E 05 \$3,000 to \$3,999		N 14 \$12,000 to \$14,999	
F 06 \$4,000 to \$4,999		O 15 \$15,000 to \$19,999	
G 07 \$5,000 to \$5,999		P 16 \$20,000 to \$24,999	
H 08 \$6,000 to \$6,999		Q 17 \$25,000 to \$34,999	
I 09 \$7,000 to \$7,999		R 18 \$35,000 and over	

50. Do you own your own home, pay rent, or what?

1) own 2) rent 3) other _____
 (specify)

INTERVIEWER'S SUPPLEMENT

1. Respondent's sex is: 1. Male 2. Female
2. Respondent's race is: 1. White 2. Negro 3. Other: _____
3. Relationship of R to head: 1. Is head 2. Is wife Other: _____
4. Other persons present at interview were: (CHECK MORE THAN ONE BOX IF NECESSARY) None Children under 6 Older Children Spouse
Other relatives Other adults
5. Respondent's cooperation was:
1. Very good 2. Good 3. Fair 4. Poor 5. Very Poor
6. Respondent's general level of information about continuing education seemed:
1. Very high 2. Fairly high 3. Average 4. Fairly low 5. Very low
7. How suspicious did R seem to be about the study, before the interview?
1. Not at all 3. Somewhat 5. Very suspicious
8. Overall, how great was R's interest in the interview?
1. Very high 2. Above average 3. Average 4. Below average 5. Very low
9. How sincere did R seem to be in his answers?
1. Completely sincere 2. Usually sincere 3. Often seemed to be insincere
10. Were there any particular parts of the interview for which you doubted R's sincerity? If so, name them by section or question number.

11. TYPE OF STRUCTURE IN WHICH FAMILY LIVES:

- | | |
|---|---|
| 01. TRAILER | 06. ROW HOUSE (3 OR MORE UNITS
IN AN ATTACHED ROW) |
| 02. DETACHED SINGLE FAMILY HOUSE | 07. APARTMENT HOUSE (5 OR MORE
UNITS, 3 STORIES OR LESS) |
| 03. 2-FAMILY HOUSE, 2 UNITS SIDE-
BY-SIDE | 08. APARTMENT HOUSE (5 OR MORE
UNITS, 4 STORIES OR MORE) |
| 04. 2-FAMILY HOUSE, 2 UNITS, ONE
ABOVE THE OTHER | 09. APARTMENT IN A PARTLY
COMMERCIAL STRUCTURE |
| 05. DETACHED 3-4 FAMILY HOUSE | 10. OTHER (SPECIFY) |



College of General Studies

STATE UNIVERSITY OF NEW YORK AT ALBANY

1400 Washington Avenue, Albany, N.Y. 12222

Adult Education Survey Project
Robert G. Nurnberger, Director

February 1, 1974

Gentlemen:

The College of General Studies at the State University of New York at Albany is conducting a research project aimed at determining the educational desires and needs of adults in the sixteen county area of Northeastern New York State. Support for this project is being provided by a grant of Federal funds under Program IMPACT of the Higher Education Act of 1965, Title I: Community Service and Continuing Education, administered by the New York State Education Department. It is anticipated that this study will assist us in developing more effective and relevant educational curricula that will be of benefit to businesses and their employees in this Northeastern region.

To insure accurate evaluation of the existing situation, information related to the educational desires and needs of your employees is essential. The attached questionnaire, which is being sent to over 200 industrial and commercial employers in this sixteen county region, will assist us in reaching this objective.

Would you or the appropriate personnel officer please complete this questionnaire and return it to us as promptly as possible. An attached self-addressed, stamped envelope is provided for the completed questionnaire. We will have our study completed by mid-summer 1974 and will be happy to share our results with you at that time.

If you have any questions concerning the questionnaire or the project itself, please call us at (518) 472-7466 or (518) 472-7477 between 8:30 a.m. and 4:00 p.m., Monday through Friday.

Thank you.

Sincerely,

Robert G. Nurnberger
Director
Continuing Education Needs Study



College of General Studies

STATE UNIVERSITY OF NEW YORK AT ALBANY

1400 Washington Avenue, Albany, N.Y. 12222

COMMERCIAL AND INDUSTRIAL EMPLOYEE
EDUCATION QUESTIONNAIREAdult Education Survey Project
Robert G. Nurnberger, Director

CODE _____

1. NAME OF FIRM _____

ADDRESS _____

(street)

(city or village)

(state and zip code)

(county)

2. Number of employees _____

3. Principal product(s) and/or service(s)
_____4. A. Please indicate the approximate number of employees, if any, who perform in the following occupational categories as defined in the Dictionary of Occupational Titles.

B. Please indicate the minimum educational experience generally required by your firm for employees within each of the applicable occupational categories.

<u>Occupation</u>	<u>A</u> <u>Number of</u> <u>Employees</u>	<u>B</u> <u>Educational Experience</u>
a. Professional, technical and managerial	_____	_____
b. Clerical and Sales	_____	_____
c. Service	_____	_____
d. Processing	_____	_____
e. Machine trades	_____	_____
f. Bench work	_____	_____
g. Structural work	_____	_____
h. Miscellaneous	_____	_____

5. Please indicate the approximate number of employees, if any, in each of the following income categories:

a. Under \$5,000	_____
b. \$5,000 - \$5,999	_____
c. \$6,000 - \$6,999	_____
d. \$7,000 - \$7,999	_____
e. \$8,000 - \$8,999	_____
f. \$9,000 - \$9,999	_____
g. \$10,000 - \$11,999	_____
h. \$12,000 - \$14,999	_____
i. \$15,000 - \$19,000	_____
j. Over \$20,000	_____

6. How many employees have some post-high school education? _____

7. Does your firm have its own employee training program?

Yes _____

No _____

If yes to question 7:

- A. How many employees are enrolled in this training program at this time?

- B. Please describe the program(s) briefly. (Use the blank sheet attached to the questionnaire if necessary and if possible include a list of the courses that are offered.)

8. Does your company provide some type of guidance and/or educational placement service for employees interested in furthering their education?

Yes _____

No _____

If Yes to question 8:

- A. Please describe this service. (Use the attached blank sheet if necessary.)

9. How many employees presently attend adult education classes of some sort?

10. Please rank the following (1,2,3, etc.) in terms of what you feel to be the reasons why your employees might not enroll in adult education classes. (Rank 1 as highest priority.)

- ☐ a. They are simply not interested.
- ☐ b. The courses they desire are not usually available.
- ☐ c. They are not aware of the availability of courses.
- ☐ d. They lack the financial resources to enroll in courses.
- ☐ e. They lack the spare time needed to devote to course study.
- ☐ f. No chance for advancement
- ☐ g. Other (specify) _____

11. Please rank the following (1,2,3, etc., using 1 as highest priority) in terms of what you feel to be the reasons why your employees might enroll in adult education classes.

- ☐ a. Improve job performance
- ☐ b. Increase chances for promotion
- ☐ c. Retrain for another job
- ☐ d. Personal satisfaction
- ☐ e. Other (specify) _____

12. Does your firm provide any financial assistance to help pay tuition and/or other course related costs for those employees enrolled in adult education courses?

Yes ☐ No ☐

If Yes to question 12:

- A. Under what conditions and to what extent is financial assistance given?
(Use the attached blank sheet if necessary)

*(Please attach a copy of your regulations governing such assistance if available.)

- B. What other incentives, if any, are offered to employees enrolled in adult education courses aside from financial assistance? (Use attached blank sheet if necessary.)

13. Does your firm cooperate with any junior or community college, college, or university in developing courses specifically designed for your employees?

Yes _____

No _____

If yes to question 13:

- A. Would you please specify the institution(s) and course(s) developed?

INSTITUTION

COURSE

- a. _____
- b. _____
- c. _____
- d. _____

14. Please list any suggestions you have as to the curriculum content of an adult education program that would be of particular importance and benefit to your employees.

15. Please list any particular skills that you feel will significantly increase in importance within your firm during the next ten years.

16. Please list any skills that you feel will become significantly less important within your firm during the next ten years.

17. Name of Respondent _____
Position (title) _____
Telephone Number _____

(respondent's signature)

THANK YOU

Please return in the enclosed envelope to: Dr. Robert G. Nurnberger
Director
Adult Education Survey SUNYA
Draper Hall 103
135 Western Avenue
Albany, New York 12203

CONTINUING EDUCATION SURVEY
State University of New York at Albany
College of General Studies
Albany, New York 12203

The College of General Studies at the State University of New York at Albany is conducting a survey of part-time college students in Northeastern New York State through a grant of Federal funds under program IMPACT of the Higher Education Act of 1965, Title I: Community Service and Continuing Education. From this survey we hope to determine who is using continuing education and what your educational needs and desires are. Your answers to the following questions will provide us with this information and assist us in planning future continuing education programs.

Please answer the following questions by circling the number preceding the best answer.

1. What is your age as of this day?
 - 1) under 25
 - 2) 25-29
 - 3) 30-34
 - 4) 35-44
 - 5) over 44
2. What is your sex?
 - 1) male
 - 2) female
3. How would you describe yourself?
 - 1) Black or Negro
 - 2) Oriental or Asian
 - 3) Puerto-Rican or Spanish
 - 4) White or Caucasian
 - 5) Other
4. Were you born or was your father born in a foreign country?
 - 1) no, native born
 - 2) yes, father foreign-born
 - 3) yes, both foreign-born
5. What is your marital status?
 - 1) single
 - 2) married-spouse present
 - 3) married-spouse absent

6. Do you have any children living at home or away at school but still dependent on you?

- 1) no
- 2) yes, one
- 3) yes, two
- 4) yes, three to five
- 5) yes, more than five

7. What is the highest grade or year of school you ever attended?

- 1) less than 12 years
- 2) 12 years
- 3) 1 year of college
- 4) 2 years of college
- 5) 3 years of college
- 6) 4 years of college
- 7) graduate or professional

8. What is the highest degree you ever attained?

- 1) no degree
- 2) high school diploma
- 3) certificate at post-secondary level
- 4) A.A. degree
- 5) B.S. or B.A. degree
- 6) M.A. degree
- 7) Ph.D. or Ed.D.
- 8) M.B.A. or D.B.A.
- 9) L.L.B. or J.D.
- 10) other professional degree

9. What is the highest level of schooling your father attained?

- 1) 1-8 years
- 2) 9-11 years
- 3) 12 years
- 4) 1 year of college
- 5) 2 years of college
- 6) 3 years of college
- 7) 4 years of college
- 8) graduate or professional school
- 9) don't know

10. What is the highest level of schooling your mother attained?

- 1) 1-8 years
- 2) 9-11 years
- 3) 12 years
- 4) 1 year of college
- 5) 2 years of college
- 6) 3 years of college
- 7) 4 years of college
- 8) graduate or professional school
- 9) don't know

11. What is your employment status (job for pay) as of this week?
- 1) working outside the home
 - 2) looking for work
 - 3) not working outside the home

For those having or looking for jobs:

12. Does the job you have/had or are looking for involve?
- 1) full-time work
 - 2) more than half, but less than full-time work
 - 3) less than half-time work
13. How would you best describe the kind of work that you do? (did)?
- 1) Professional/ technical
 - 2) Managerial/administrative
 - 3) Clerical
 - 4) Sales
 - 5) Craftsman
 - 6) Operative
 - 7) Laborer
 - 8) Service Worker
 - 9) Protective Service Worker
14. What kind of business or industry do (did) you work in?
- 1) agriculture
 - 2) manufacturing
 - 3) construction
 - 4) transportation and public utilities
 - 5) wholesale, retail trade
 - 6) finance, insurance and real estate
 - 7) business and personal services
 - 8) professional services
 - 9) federal government
 - 10) local or state government
15. What is or was your father's occupation?
- 1) Professional/technical
 - 2) Managerial/administrative
 - 3) Clerical
 - 4) Sales
 - 5) Craftsman
 - 6) Operative
 - 7) Laborer
 - 8) Service Worker
 - 9) Protective Service Worker
16. What is or was your mother's occupation?
- | | |
|------------------------------|---|
| 1) Professional/technical | 9) Protective Service Worker |
| 2) Managerial/administrative | 10) Housewife-never worked outside the home |
| 3) Clerical | |
| 4) Sales | |
| 5) Craftsman | |
| 6) Operative | |
| 7) Laborer | |
| 8) Service Worker | |

For those who are now or ever were married:

17. What was the highest level of schooling your spouse attained?
 - 1) less than 12 years
 - 2) 12 years
 - 3) 1 year of college
 - 4) 2 years of college
 - 5) 3 years of college
 - 6) 4 years of college
 - 7) graduate or professional school
18. What is the employment status of your spouse as of this week?
 - 1) working outside the home
 - 2) looking for work
 - 3) not working outside the home
19. If your spouse has or is looking for a job, or had a job outside the home, does (did) the job involve:
 - 1) full-time work
 - 2) more than half, but less than full-time work
 - 3) less than half-time work
 - 4) never worked outside home
20. How would you describe the work that your spouse does (did)?
 - 1) Professional/technical
 - 2) Managerial/administrative
 - 3) Clerical
 - 4) Sales
 - 5) Craftsman
 - 6) Operative
 - 7) Laborer
 - 8) Service Worker
 - 9) Protective Service Worker
 - 10) Never worked outside home
21. What kind of business or industry does (or did) your spouse work in?
 - 1) agriculture
 - 2) manufacturing
 - 3) construction
 - 4) transportation and public utilities
 - 5) wholesale and retail trade
 - 6) finance, insurance and real estate
 - 7) business and personal services
 - 8) professional services
 - 9) government
 - 10) never worked outside home

22. What was your income in 1973?

- 1) no income
- 2) under \$5,000
- 3) \$5-7,000
- 4) \$7-8,000
- 5) \$8-10,000
- 6) \$10-15,000
- 7) \$15-25,000
- 8) over \$25,000

23. What was your total family income in 1973?

Please mark 1) if living at home with parents.

- 1) at home with parents
- 2) under \$5,000
- 3) \$5-7,000
- 4) \$7-8,000
- 5) \$8-10,000
- 6) \$10-15,000
- 7) \$15-25,000
- 8) over \$25,000

24. Did you ever or do you now serve in the Armed Forces?

- 1) never served
- 2) veteran Armed Forces
- 3) now serving in Armed Forces

25. In what subject area or type of program are you currently enrolled?

- 1) Regular academic subjects
- 2) Trade and industrial
- 3) Technical
- 4) Business
- 5) Professional
- 6) Social or community service
- 7) Arts and crafts
- 8) Family and personal skills
- 9) Cultural or personal interest

26. What is your status as a student?

- 1) enrolled in continuing education or evening division only
- 2) enrolled full or part-time in regular day program of this institution
- 3) enrolled full or part-time in regular day program of another institution

27. What day of the week does this class meet? If more than once a week, please mark all days.

- 1) Monday
- 2) Tuesday
- 3) Wednesday
- 4) Thursday
- 5) Friday
- 6) Saturday
- 7) Sunday

28. At what hour of the day does this class begin?

- 1) before noon
- 2) 12-3:00p.m.
- 3) 3-4:00 p.m.
- 4) 4-5:00 p.m.
- 5) 5-6:00 p.m.
- 6) 6-7:00 p.m.
- 7) 7-8:00 p.m.
- 8) 8-9:00 p.m.
- 9) 9:00 p.m. or later

29. Is this course offered as a credit course?

- 1) yes, credit course
- 2) no, non-credit course

30. Are you taking this course for credit?

- 1) yes, for one or two credits
- 2) yes, for three credits
- 3) yes, for four or more credits
- 4) no, not for credit

31. How many courses are you taking currently in continuing education?

- 1) this course only
- 2) two courses
- 3) three courses
- 4) four courses

32. How many hours a week do you spend in study for this class (do not include class time)?

- 1) less than 2 hours
- 2) 2-4 hours
- 3) 4-6 hours
- 4) 7-10 hours
- 5) over 10 hours

33. How many students are there in this class?

- 1) less than 5 students
- 2) 5-10 students
- 3) 11-15 students
- 4) 16-20 students
- 5) 21-30 students
- 6) more than 30 students

34. How does your taking this class fit into your daily routine?

- 1) class directly from work
- 2) leave work, go home, class
- 3) leave work, eat out, class
- 4) class before work
- 5) class from home

35. How did you get to class this week?
- 1) Driver, private auto
 - 2) Passenger, private auto
 - 3) bus
 - 4) taxicab
 - 5) walked
36. How far in miles is your present residency away from this class?
- 1) 0-5 miles
 - 2) 5-10 miles
 - 3) 10-15 miles
 - 4) 15-20 miles
 - 5) 20-30 miles
 - 6) more than 30 miles
37. Is this class held in the main campus of the institution or a branch campus or at place of work?
- 1) main campus
 - 2) branch campus
 - 3) place of work
38. How long does it take you to get home from this course?
- 1) less than 10 minutes
 - 2) 10-15 minutes
 - 3) 16-20 minutes
 - 4) 21-30 minutes
 - 5) 31-45 minutes
 - 6) 46-60 minutes
 - 7) more than an hour
39. Where did you first hear about the course or program you are taking?
- 1) through own search of schools in area
 - 2) from family
 - 3) from friends
 - 4) at work
 - 5) from job or employment counsellor
 - 6) newspaper or brochure
 - 7) radio
 - 8) television
40. Why are you taking this course in the continuing education division and not in the regular day program?
- 1) applied to day and was not accepted
 - 2) taking to transfer credit to day program
 - 3) convenience of hours
 - 4) course offered only in continuing education
 - 5) open enrollment in continuing education

41. Which of the following would you say best describes the reason you are participating in continuing education?
- 1) for general information
 - 2) to improve or advance in job
 - 3) to get a new job
 - 4) for community activity
 - 5) for personal or family interests
 - 6) for social or recreational interests
42. Are you taking courses to satisfy requirements for any one of the following degree programs?
- 1) Certificate or 1 yr. diploma
 - 2) Associate or 2 yr. degree
 - 3) Bachelor's or 3 yr. degree
 - 4) Master's degree
 - 5) Ph.D. or Ed. D.
 - 6) M.B.A. or D.B.A.
 - 7) L.L.B. or J.D.
 - 8) Other professional degree
 - 9) no, not degree candidate
43. If you are not now contemplating a degree or certificate, is your reason because that degree is not now being offered at an institution accessible to you?
- 1) yes, because not offered
 - 2) no, not that reason
44. If yes to above, what degree or certificate would you like to see offered?
- 1) Certificate or 1 yr. diploma
 - 2) Associate or 2 yr. degree
 - 3) Bachelor's or 3 yr. degree
 - 4) Master's degree
 - 5) Ph.D. or Ed.D.
 - 6) M.B.A. or D.B.A.
 - 7) L.L.B. or J.D.
 - 8) Other professional degree
 - 9) no, not degree candidate
45. Is your program of courses a continuation in the same subject area as your last full-time educational experience or in a different subject area?
- 1) same subject area
 - 2) different subject area

46. When you discontinued your education as a full-time student in the past, what was your main reason for doing so?

- 1) still full-time student
- 2) lack of adequate financial resources
- 3) poor academic record
- 4) serve in armed forces
- 5) marriage
- 6) dissatisfaction with school
- 7) other personal reasons

47. Are you taking your program of courses for job advancement? If yes, what best describes your reason?

- 1) no, not for job advancement
- 2) yes, employer requires
- 3) yes, I feel it is necessary
- 4) yes, to take licensing exam

For those taking the course for job advancement:

48. If you feel this course will be of help to you in job advancement, are you upgrading your current skills or retraining in a new area of skills?

- 1) upgrading current skills
- 2) retraining in new area

49. If you hope with the help of continuing education to get a new or different job, how would you describe that occupation?

- 1) Professional/technical
- 2) Managerial/administrative
- 3) Clerical
- 4) Sales
- 5) Craftsman
- 6) Operative
- 7) Laborer
- 8) Service Worker
- 9) Protective Service Worker
- 10) Am not looking for new job

50. If you feel this course or program will be of help to you in job advancement, how much of a yearly increase in salary do you expect?

- 1) no salary increase
- 2) \$100-299
- 3) \$300-499
- 4) \$500-749
- 5) \$750-999
- 6) \$1000-1499
- 7) \$1500-2000
- 8) more than \$2000

51. What is the fee you are paying for this course?
- 1) \$0-24
 - 2) \$25-49
 - 3) \$50-74
 - 4) \$75-99
 - 5) \$100-149
 - 6) \$150 +
52. What is the highest price you would be willing to pay for this course?
- 1) \$0-24
 - 2) \$25-49
 - 3) \$50-74
 - 4) \$75-99
 - 5) \$100-149
 - 6) \$150 +
53. Are you being reimbursed either in part or in full for taking your present course work?
- 1) yes, reimbursed
 - 2) no, not reimbursed
54. If you are reimbursed in part or in full, by whom?
- 1) Government employer
 - 2) Private employer
 - 3) State Agency
 - 4) Federal Agency
 - 5) Financial aid or subsidy from institution
 - 6) Veteran's subsidy
 - 7) Teacher voucher
55. Was the price of tuition something you considered in making your decision to enroll?
- 1) yes
 - 2) no
56. If you are being reimbursed in part or in full, would you enroll in this course if you had to pay the entire cost yourself?
- 1) yes
 - 2) no

57. Would you take more courses if they were less expensive?
- 1) yes
 - 2) no
58. If you would favor heavier concentration of hours in certain times, what would they be?
- 1) morning
 - 2) afternoon
 - 3) evening
 - 4) weekends
59. Do you plan to take courses in the next term?
- 1) yes
 - 2) no
60. If you do not plan to take more courses, what is your reason?
- 1) am moving from area
 - 2) courses too costly
 - 3) no interest in other courses
 - 4) have completed requirements for degree
 - 5) personal reasons
 - 6) do not like the course
 - 7) too far to drive
 - 8) have used up veterans or teachers subsidy
61. What is the main reason why you are taking this course at this particular institution and nowhere else?
- 1) only institution offering program in the area
 - 2) cost lower at this school
 - 3) closer to home or office
 - 4) time offered more convenient
 - 5) quality of instruction higher
 - 6) parking adequate
62. Are you interested or do you think more courses should be offered across the state in continuing education which are academic?
- 1) no, I think programs are adequate currently
 - 2) yes, I would be interested in new programs for my own use
 - 3) yes, although I would not use new programs, I think they should be offered to others
63. trade or technical?
- 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others
64. business-oriented?
- 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others

65. professional or at the graduate level?
 - 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others
66. social and community service subjects?
 - 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others
67. arts and crafts, culture or personal interest subjects?
 - 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others
68. Would you prefer to take a course with a longer class hour at each meeting, such as a full day on a weekend but with fewer class meetings?
 - 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others
69. Are you interested in or do you think there is a need for more branch or local campuses to be opened?
 - 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others
70. Are you interested in or do you think there is a need for an "open university" (expanded home television and correspondence program)?
 - 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others
71. Are you interested in or do you think there is a need to have courses in your work place?
 - 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others
72. Do you think there is a need to have courses that give credit for experience outside the classroom?
 - 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others

73. Do you feel greater counselling services are needed where educational alternatives and opportunities as well as problems can be discussed?
- 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others
74. If you are married, would you be interested in bringing your family together to a center where a variety of children's and adult's programs would be offered separately but at the same time and in the same building?
- 1) no, programs adequate
 - 2) yes, would use personally
 - 3) yes, for use of others

SURVEY BACKGROUND DATA

DISTRIBUTION OF CURRENT STUDENT QUESTIONNAIRES

<u>SCHOOL</u>	<u>WHERE QUESTIONNAIRES DISTRIBUTED</u>
Adirondack Community College	Business and Public Services curricula
Clinton Community College	Construction Technology and Criminal Justice curricula
Cobleskill Ag. & Tech.	Agriculture curriculum
College of Saint Rose	Elementary Education curriculum- <u>undergraduate</u> Biology and Chemistry curricula- <u>graduate</u>
Columbia-Greene Community College	Arts and Crafts curricula
Fulton-Montgomery Community College	Social Science and Technical curricula
Herkimer Community College	Humanities curriculum
Hudson Valley Community College	
<u>Course No.</u>	<u>Course</u>
0732	Electricity and Electronics II
1412	Structures
2108	Introduction to Philosophy
2250	Contemporary Novel
2425	Composition I
4121	Principles of Real Estate
4315	Elements of Data Processing
4420	Typing I
6001	General Chemistry
8508	Exceptional Child
8700	Human Services
Mohawk Valley Community College	Advertising, Banking, Design, General Studies, Insurance, Language, Production, and Real Estate curricula
Rensselaer Polytechnic Institute	randomly distributed
Russell Sage College	
<u>Course No.</u>	<u>Course</u>
Bio. 252	Anatomy and Physiology- <u>undergraduate</u>
Bio. 260	Environmental Toxicology- <u>undergraduate</u>

SCHOOLWHERE QUESTIONNAIRES DISTRIBUTED

Russell Sage College (con't.)

Course No.

Chem. 152

Course

Biochemistry-undergraduate
 Business curriculum-undergraduate
 Education curriculum-graduate
 Health curriculum-graduate

Schenectady County Community
CollegeCourse No.

SY-31

Course

The Sociology of Gerontology

State University of New York
at Albany

randomly distributed

State University of New York
College at Plattsburgh

randomly distributed

State University of New York
College at Utica-Rome

randomly distributed

Union College

Course No.

Eco. 116
 Elec. Eng. 234
 Es. 020

Course

Labor Economics and Industrial Relations
 Design, Digital Computers
 Rigid Body Mechanics

Utica College

Course No.

Acc. 101
 Bio. 102
 Crim. Jus. 390
 Nursing 324U
 NC 02

Course

Elementary Accounting I
 Human Anatomy and Physiology II
 Contemporary Problems in Criminal Justice:
 Correctional Facilities Administration
 Health Issues Affecting Family and Com-
 munity Life: Child Bearing
 Astrology for Beginners

DISTRIBUTION OF CURRENT STUDENT QUESTIONNAIRES
TO GRADUATE AND UNDERGRADUATE STUDENTS

<u>School</u>	<u>Under- graduate</u>	<u>% of Total</u>	<u>Graduate</u>	<u>% of Total</u>
Adirondack Community College	45	3%	--	--
Clinton County Community College	45	3%	--	--
State University of New York Agricultural and Technical College at Cobleskill	15	1%	--	--
College of Saint Rose	15	1%	65	13%
Columbia-Greene Community College	30	2%	--	--
Fulton-Montgomery Community College	45	3%	--	--
Herkimer County Community College	15	1%	--	--
Hudson Valley Community College	270	18%	--	--
Mohawk Valley Community College	270	18%	--	--
Rensselaer Polytechnic Institute	--	--	60	12%
Russell Sage College	180	12%	30	6%
Schenectady County Community College	150	10%	--	--
Siena College	30	2%	--	--
State University of New York at Albany	120	8%	265	53%
State University of New York, College at Plattsburgh	60	4%	75	15%
State University of New York, College at Utica-Rome	75	5%	--	--
Union College	45	3%	--	--
Utica College	120	8%	--	--

STATISTICS PERTAINING TO THE SEVEN URBAN AREAS

	Albany- Schenectady- Troy	Amsterdam- Johnstown- Gloversville	Glens Falls	Hudson	Plattsburgh	Saratoga Springs	Utica- Rome
Total Housing Units	178,409	26,279	17,145	8,251	9,735	6,472	64,469
Number of Interviews	250	120	120	60	60	60	200
Number of Clusters	83	40	40	20	20	20	67
Skip Interval	2,149	657	428	403	487	323	962
Random Starting Point	1,501	250	399	393	469	170	559

[illegible]

ALBANY COUNTY		POINT DATA	
TYPE OF USAGE	LAND AREA SQUARE MILES	PERCENT COUNTY	FARMING
ACTIVE AGRICULTURE	98.67	18.6	DAIRY FARMS 234
WOODLANDS			POULTRY FARMS 14
FOREST	140.31	26.4	OTHER FARMS 421
BRUSHLAND	143.24	27.0	WATER RESOURCES
WETLANDS	11.41	2.2	NATURAL PONDS AND LAKES 56
WATER	8.28	1.6	ARTIFICIAL PONDS AND RESERVOIRS 99
RESIDENTIAL			PONDS LESS THAN ONE ACRE 1220
HIGH DENSITY	6.19	1.2	RIVERS AND STREAMS - MILES 875.9
MEDIUM DENSITY	14.90	2.8	SHORELINE - MILES
LOW DENSITY	7.75	1.5	LAKE SHORELINE 85.7
OTHER	3.29	0.6	SHORELINE DEVELOPED 4.0
COMMERCIAL	6.55	1.2	RESIDENTIAL
INDUSTRIAL	4.33	0.8	RURAL NON-FARM RESIDENCES 4117
EXTRACTIVE	2.64	0.5	MOBILE HOME PARKS 26
PUBLIC AND SEMI-PUBLIC	9.57	1.8	MOBILE HOMES IN MOBILE HOME PARKS 750
OUTDOOR RECREATION	8.62	1.6	MOBILE HOMES NOT IN MOBILE HOME PARKS 295
TRANSPORTATION	6.96	1.3	
NONPRODUCTIVE	59.72	11.3	HIGHWAY ACCESSIBILITY COEFFICIENT 1.5

CLINTON COUNTY

TYPE OF USAGE	L A N D A R E A		P O I N T D A T A	
	S Q U A R E M I L E S	P E R C E N T C O U N T Y	F A R M I N G	
ACTIVE AGRICULTURE	171.24	15.1	DAIRY FARMS	440
WOODLANDS			POULTRY FARMS	3
FOREST	538.95	47.6	OTHER FARMS	790
BRUSHLAND	208.00	18.4	WATER RESOURCES	
WETLANDS	45.40	4.0	NATURAL PONDS AND LAKES	51
WATER	88.50	7.8	ARTIFICIAL PONDS AND RESERVOIRS	34
RESIDENTIAL			PONDS LESS THAN ONE ACRE	491
HIGH DENSITY	0.68	0.1	RIVERS AND STREAMS - MILES	965.7
MEDIUM DENSITY	2.00	0.2	SHORELINE - MILES	
LOW DENSITY	2.87	0.3	LAKE SHORELINE	145.8
OTHER	4.05	0.4	SHORELINE DEVELOPED	31.6
COMMERCIAL	2.75	0.2	RESIDENTIAL	
INDUSTRIAL	1.21	0.1	RURAL NON-FARM RESIDENCES	3610
EXTRACTIVE	2.85	0.3	MOBILE HOME PARKS	27
PUBLIC AND SEMI-PUBLIC	7.45	0.7	MOBILE HOMES IN MOBILE HOME PARKS	582
OUTDOOR RECREATION	3.84	0.3	MOBILE HOMES NOT IN MOBILE HOME PARKS	461
TRANSPORTATION	5.30	0.5		
NONPRODUCTIVE	48.80	4.3	HIGHWAY ACCESSIBILITY COEFFICIENT	0.8

COLUMBIA COUNTY

POINT DATA

LAND AREA

TYPE OF USAGE	SQUARE MILES	PERCENT COUNTY	FARMING	POINT DATA
ACTIVE AGRICULTURE	174.93	26.7	DAIRY FARMS	425
WOODLANDS			POULTRY FARMS	18
FOREST	222.22	34.0	OTHER FARMS	658
BRUSHLAND	149.72	22.9	WATER RESOURCES	
WETLANDS	30.69	4.7	NATURAL PONDS AND LAKES	79
WATER	14.06	2.1	ARTIFICIAL PONDS AND RESERVOIRS	139
RESIDENTIAL			PONDS LESS THAN ONE ACRE	1418
HIGH DENSITY	0.43	0.1	RIVERS AND STREAMS - MILES	1036.7
MEDIUM DENSITY	2.03	0.3	SHORELINE - MILES	
LOW DENSITY	3.51	0.5	LAKE SHORELINE	87.5
OTHER	4.35	0.7	SHORELINE DEVELOPED	15.1
COMMERCIAL	1.32	0.2	RESIDENTIAL	
INDUSTRIAL	0.64	0.1	RURAL NON-FARM RESIDENCES	5836
EXTRACTIVE	1.76	0.3	MOBILE HOME PARKS	21
PUBLIC AND SEMI-PUBLIC	2.40	0.4	MOBILE HOMES IN MOBILE HOME PARKS	168
OUTDOOR RECREATION	12.25	1.9	MOBILE HOMES NOT IN MOBILE HOME PARKS	309
TRANSPORTATION	3.18	0.5		
NONPRODUCTIVE	36.65	5.6	HIGHWAY ACCESSIBILITY COEFFICIENT	1.4

ESSEX COUNTY

TYPE OF USAGE	L A N D A R E A		P O I N T D A T A	
	SQUARE MILES	PERCENT COUNTY	FARMING	
ACTIVE AGRICULTURE	52.93	2.8	DAIRY FARMS	124
WOODLANDS			POULTRY FARMS	6
FOREST	1511.12	79.0	OTHER FARMS	249
BRUSHLAND	59.60	5.2	WATER RESOURCES	
WETLANDS	44.18	2.3	NATURAL PONDS AND LAKES	394
WATER	135.29	7.1	ARTIFICIAL PONDS AND RESERVOIRS	33
RESIDENTIAL			PONDS LESS THAN ONE ACRE	285
HIGH DENSITY	0.00	0.0	RIVERS AND STREAMS - MILES	1913.7
MEDIUM DENSITY	1.26	0.1	SHORELINE - MILES	
LOW DENSITY	6.64	0.3	LAKE SHORELINE	539.2
OTHER	4.37	0.2	SHORELINE DEVELOPED	34.0
COMMERCIAL	3.50	0.2	RESIDENTIAL	
INDUSTRIAL	0.89	0.0	RURAL NON-FARM RESIDENCES	4221
EXTRACTIVE	2.90	0.2	MOBILE HOME PARKS	9
PUBLIC AND SEMI-PUBLIC	2.20	0.1	MOBILE HOMES IN MOBILE HOME PARKS	72
OUTDOOR RECREATION	8.51	0.4	MOBILE HOMES NOT IN MOBILE HOME PARKS	393
TRANSPORTATION	4.19	0.2		
NONPRODUCTIVE	39.45	2.1	HIGHWAY ACCESSIBILITY COEFFICIENT	0.5

FULTON COUNTY			POINT DATA	
LAND AREA				
TYPE OF USAGE	SQUARE MILES	PERCENT COUNTY	FARMING	
ACTIVE AGRICULTURE	54.37	10.4	DAIRY FARMS	179
WOODLANDS			POULTRY FARMS	2
FOREST	295.55	56.4	OTHER FARMS	117
BRUSHLAND	75.66	14.4	WATER RESOURCES	
WETLANDS	23.22	4.4	NATURAL PONDS AND LAKES	64
WATER	36.83	7.0	ARTIFICIAL PONDS AND RESERVOIRS	85
RESIDENTIAL			PONDS LESS THAN ONE ACRE	422
HIGH DENSITY	2.27	0.4	RIVERS AND STREAMS - MILES	667.8
MEDIUM DENSITY	1.78	0.3	SHORELINE - MILES	
LOW DENSITY	5.98	1.1	LAKE SHORELINE	174.7
OTHER	2.14	0.4	SHORELINE DEVELOPED	22.2
COMMERCIAL	1.42	0.3	RESIDENTIAL	
INDUSTRIAL	0.47	0.1	RURAL NON-FARM RESIDENCES	2540
EXTRACTIVE	1.28	0.2	MOBILE HOME PARKS	9
PUBLIC AND SEMI-PUBLIC	1.86	0.4	MOBILE HOMES IN MOBILE HOME PARKS	186
OUTDOOR RECREATION	2.04	0.4	MOBILE HOMES NOT IN MOBILE HOME PARKS	218
TRANSPORTATION	0.24	0.0	HIGHWAY ACCESSIBILITY COEFFICIENT	0.0
NONPRODUCTIVE	22.49	4.3		

GREENE COUNTY

TYPE OF USAGE	L A N D A R E A		P O I N T D A T A	
	SQ U A R E M I L E S	P E R C E N T C O U N T Y	F A R M I N G	
ACTIVE AGRICULTURE	60.39	9.2	DAIRY FARMS	207
WOODLANDS			POULTRY FARMS	11
			OTHER FARMS	256
FOREST	366.61	56.0	WATER RESOURCES	
BRUSHLAND	156.34	23.9	NATURAL PONDS AND LAKES	54
WETLANDS	8.49	1.3	ARTIFICIAL PONDS AND RESERVOIRS	130
WATER	11.00	1.7	PONDS LESS THAN ONE ACRE	843
RESIDENTIAL			RIVERS AND STREAMS - MILES	950.5
HIGH DENSITY	0.10	0.0	SHORELINE - MILES	
MEDIUM DENSITY	2.51	0.4	LAKE SHORELINE	58.8
LOW DENSITY	3.56	0.5	SHORELINE DEVELOPED	0.7
OTHER	2.29	0.3	RESIDENTIAL	
COMMERCIAL	4.89	0.7	RURAL NON-FARM RESIDENCES	5213
INDUSTRIAL	1.35	0.2	MOBILE HOME PARKS	10
EXTRACTIVE	2.44	0.4	MOBILE HOMES IN MOBILE HOME PARKS	74
PUBLIC AND SEMI-PUBLIC	1.00	0.2	MOBILE HOMES NOT IN MOBILE HOME PARKS	355
OUTDOOR RECREATION	5.40	0.8		
TRANSPORTATION	1.85	0.3		
NONPRODUCTIVE	29.17	4.5	HIGHWAY ACCESSIBILITY COEFFICIENT	1.0

146A

HAMILTON COUNTY

POINT DATA

LAND AREA

TYPE OF USAGE	SQUARE MILES	PERCENT COUNTY	FARMING	
ACTIVE AGRICULTURE	0.02	0.0	DAIRY FARMS	0
WOODLANDS			POULTRY FARMS	0
FOREST	1544.36	86.1	OTHER FARMS	0
BRUSHLAND	32.03	1.8	WATER RESOURCES	
WETLANDS	121.04	6.7	NATURAL PONDS AND LAKES	535
WATER	86.05	4.8	ARTIFICIAL PONDS AND RESERVOIRS	12
RESIDENTIAL			PONDS LESS THAN ONE ACRE	86
HIGH DENSITY	0.03	0.0	RIVERS AND STREAMS - MILES	1910.3
MEDIUM DENSITY	0.27	0.0	SHORELINE - MILES	
LOW DENSITY	1.64	0.1	LAKE SHORELINE	808.1
OTHER	3.20	0.2	SHORELINE DEVELOPED	45.3
COMMERCIAL	1.34	0.1	RESIDENTIAL	
INDUSTRIAL	0.06	0.0	RURAL NON-FARM RESIDENCES	1607
EXTRACTIVE	0.26	0.0	MOBILE HOME PARKS	4
PUBLIC AND SEMI-PUBLIC	0.29	0.0	MOBILE HOMES IN MOBILE HOME PARKS	82
OUTDOOR RECREATION	3.05	0.2	MOBILE HOMES NOT IN MOBILE HOME PARKS	21
TRANSPORTATION	0.10	0.0		
NONPRODUCTIVE	1.08	0.1	HIGHWAY ACCESSIBILITY COEFFICIENT	0.2

146B

HERKIMER COUNTY			POINT DATA	
TYPE OF USAGE	LAND AREA SQUARE MILES	PERCENT COUNTY	FARMING	
ACTIVE AGRICULTURE	239.94	16.6	DAIRY FARMS	938
WOODLANDS			POULTRY FARMS	12
FOREST	865.31	59.8	OTHER FARMS	233
BRUSHLAND	158.09	10.9	WATER RESOURCES	
WETLANDS	80.49	5.6	NATURAL PONDS AND LAKES	393
WATER	46.88	3.2	ARTIFICIAL PONDS AND RESERVOIRS	113
RESIDENTIAL			PONDS LESS THAN ONE ACRE	1661
HIGH DENSITY	0.78	0.1	RIVERS AND STREAMS - MILES	2263.8
MEDIUM DENSITY	2.67	0.2	SHORELINE - MILES	
LOW DENSITY	6.19	0.4	LAKE SHORELINE	526.8
OTHER	4.32	0.3	SHORELINE DEVELOPED	47.4
COMMERCIAL	2.51	0.2	RESIDENTIAL	
INDUSTRIAL	0.83	0.1	RURAL NON-FARM RESIDENCES	3355
EXTRACTIVE	1.77	0.1	MOBILE HOME PARKS	27
PUBLIC AND SEMI-PUBLIC	2.98	0.2	MOBILE HOMES IN MOBILE HOME PARKS	282
OUTDOOR RECREATION	2.64	0.2	MOBILE HOMES NOT IN MOBILE HOME PARKS	413
TRANSPORTATION	3.49	0.2		
NONPRODUCTIVE	34.35	2.4	HIGHWAY ACCESSIBILITY COEFFICIENT	0.6

LAND AREA		MONTGOMERY COUNTY		POINT DATA	
TYPE OF USAGE	SQUARE MILES	PERCENT COUNTY	FARMING		
ACTIVE AGRICULTURE	211.56	51.8	DAIRY FARMS		763
WOODLANDS			POULTRY FARMS		5
FOREST	63.41	15.5	OTHER FARMS		205
BRUSHLAND	69.27	17.0	WATER RESOURCES		
WETLANDS	3.40	0.8	NATURAL PONDS AND LAKES		11
WATER	1.45	0.4	ARTIFICIAL PONDS AND RESERVOIRS		42
RESIDENTIAL			PONDS LESS THAN ONE ACRE		1332
HIGH DENSITY	1.13	0.3	RIVERS AND STREAMS - MILES		779.1
MEDIUM DENSITY	2.71	0.7	SHORELINE - MILES		
LOW DENSITY	2.24	0.5	LAKE SHORELINE		18.2
OTHER	1.00	0.2	SHORELINE DEVELOPED		0.1
COMMERCIAL	1.39	0.3	RESIDENTIAL		
INDUSTRIAL	0.59	0.1	RURAL NON-FARM RESIDENCES		1982
EXTRACTIVE	0.92	0.2	MOBILE HOME PARKS		9
PUBLIC AND SEMI-PUBLIC	2.13	0.5	MOBILE HOMES IN MOBILE HOME PARKS		106
OUTDOOR RECREATION	0.83	0.2	MOBILE HOMES NOT IN MOBILE HOME PARKS		140
TRANSPORTATION	6.33	1.6			
NONPRODUCTIVE	38.59	9.5	HIGHWAY ACCESSIBILITY COEFFICIENT		1.5

ONEIDA COUNTY

JOINT DATA

LAND AREA

TYPE OF USAGE	SQUARE MILES	PERCENT COUNTY	FARMING	
ACTIVE AGRICULTURE	367.54	30.3	DAIRY FARMS	1661
WOODLANDS			POULTRY FARMS	11
FOREST	348.18	28.7	OTHER FARMS	453
BRUSHLAND	261.76	21.6	WATER RESOURCES	
WETLANDS	55.09	4.5	NATURAL PONDS AND LAKES	94
WATER	45.41	3.7	ARTIFICIAL PONDS AND RESERVOIRS	181
RESIDENTIAL			PONDS LESS THAN ONE ACRE	2533
HIGH DENSITY	5.75	0.5	RIVERS AND STREAMS - MILES	2079.5
MEDIUM DENSITY	14.34	1.2	SHORELINE - MILES	
LOW DENSITY	13.25	1.1	LAKE SHORELINE	147.7
OTHER	5.97	0.5	SHORELINE DEVELOPED	29.6
COMMERCIAL	5.36	0.4	RESIDENTIAL	
INDUSTRIAL	2.73	0.2	RURAL NON-FARM RESIDENCES	5847
EXTRACTIVE	3.70	0.3	MOBILE HOME PARKS	57
PUBLIC AND SEMI-PUBLIC	16.00	1.4	MOBILE HOMES IN MOBILE HOME PARKS	1103
OUTDOOR RECREATION	7.86	0.6	MOBILE HOMES NOT IN MOBILE HOME PARKS	685
TRANSPORTATION	7.55	0.6		
NONPRODUCTIVE	56.04	4.6	HIGHWAY ACCESSIBILITY COEFFICIENT	1.2

RENSSELAER COUNTY

L A N D A R E A		P O I N T D A T A	
TYPE OF USAGE	SQUARE MILES	PERCENT COUNTY	FARMING
ACTIVE AGRICULTURE	123.22	18.4	DAIRY FARMS 425
WOODLANDS			POULTRY FARMS 10
FOREST	290.74	43.5	OTHER FARMS 461
BRUSHLAND	132.07	19.8	WATER RESOURCES
WETLANDS	23.25	3.5	NATURAL PONDS AND LAKES 90
WATER	12.05	1.8	ARTIFICIAL PONDS AND RESERVOIRS 94
RESIDENTIAL			PONDS LESS THAN ONE ACRE 991
HIGH DENSITY	3.34	0.5	RIVERS AND STREAMS - MILES 1073.9
MEDIUM DENSITY	6.20	0.9	SHORELINE - MILES
LOW DENSITY	8.40	1.3	LAKE SHORELINE 108.5
OTHER	3.85	0.6	SHORELINE DEVELOPED 18.9
COMMERCIAL	3.40	0.5	RESIDENTIAL
INDUSTRIAL	1.46	0.2	RURAL NON-FARM RESIDENCES 5266
EXTRACTIVE	2.11	0.3	MOBILE HOME PARKS 26
PUBLIC AND SEMI-PUBLIC	4.89	0.7	MOBILE HOMES IN MOBILE HOME PARKS 485
OUTDOOR RECREATION	5.30	0.8	MOBILE HOMES NOT IN MOBILE HOME PARKS 359
TRANSPORTATION	2.70	0.4	
NONPRODUCTIVE	48.47	7.3	HIGHWAY ACCESSIBILITY COEFFICIENT 1.2

SARATOGA COUNTY

TYPE OF USAGE	LAND AREA		POINT DATA	
	SQUARE MILES	PERCENT COUNTY	FARMING	
ACTIVE AGRICULTURE	109.53	13.1	DAIRY FARMS	302
WOODLANDS			POULTRY FARMS	13
FOREST	431.26	51.5	OTHER FARMS	461
BRUSHLAND	120.58	15.4	WATER RESOURCES	
WETLANDS	37.35	4.5	NATURAL PONDS AND LAKES	88
WATER	28.96	3.5	ARTIFICIAL PONDS AND RESERVOIRS	117
RESIDENTIAL			PONDS LESS THAN ONE ACRE	1372
HIGH DENSITY	2.10	0.3	RIVERS AND STREAMS - MILES	1167.3
MEDIUM DENSITY	6.20	0.7	SHORELINE - MILES	
LOW DENSITY	10.32	1.2	LAKE SHORELINE	169.6
OTHER	5.95	0.7	SHORELINE DEVELOPED	43.2
COMMERCIAL	3.26	0.4	RESIDENTIAL	
INDUSTRIAL	1.25	0.1	RURAL NON-FARM RESIDENCES	5630
EXTRACTIVE	2.54	0.3	MOBILE HOME PARKS	63
PUBLIC AND SEMI-PUBLIC	4.43	0.5	MOBILE HOMES IN MOBILE HOME PARKS	1409
OUTDOOR RECREATION	13.59	1.6	MOBILE HOMES NOT IN MOBILE HOME PARKS	777
TRANSPORTATION	7.95	0.9		
NONPRODUCTIVE	45.69	5.5	HIGHWAY ACCESSIBILITY COEFFICIENT	1.1

SCHENECTADY COUNTY

LAND AREA		POINT DATA	
TYPE OF USAGE	SQUARE MILES	PERCENT COUNTY	
ACTIVE AGRICULTURE	42.51	20.4	FARMING 99
WOODLANDS			DAIRY FARMS 7
FOREST			POULTRY FARMS 144
BRUSHLAND	47.19	22.6	OTHER FARMS
WETLANDS	55.62	26.7	WATER RESOURCES
WATER	3.39	1.6	NATURAL PONDS AND LAKES 25
RESIDENTIAL	1.45	0.7	ARTIFICIAL PONDS AND RESERVOIRS 41
HIGH DENSITY	3.91	1.9	PONDS LESS THAN ONE ACRE 585
MEDIUM DENSITY	10.70	5.1	RIVERS AND STREAMS - MILES 328.7
LOW DENSITY	4.31	2.1	SHORELINE - MILES
OTHER	1.44	0.7	LAKE SHORELINE 29.3
COMMERCIAL	2.32	1.1	SHORELINE DEVELOPED 6.1
INDUSTRIAL	2.45	1.2	RESIDENTIAL
EXTRACTIVE	0.73	0.4	RURAL NON-FARM RESIDENCES 1645
PUBLIC AND SEMI-PUBLIC	3.54	1.9	MOBILE HOME PARKS 6
OUTDOOR RECREATION	2.21	1.1	MOBILE HOMES IN MOBILE HOME PARKS 245
TRANSPORTATION	5.02	2.4	MOBILE HOMES NOT IN MOBILE HOME PARKS 58
NONPRODUCTIVE	23.63	11.3	HIGHWAY ACCESSIBILITY COEFFICIENT 1.7

SCHORLIE COUNTY

TYPE OF USAGE	L A N D A R E A		P O I N T D A T A	
	S Q U A R E M I L E S	P E R C E N T C O U N T Y	F A R M I N G	
ACTIVE AGRICULTURE	164.14	26.3	DAIRY FARMS	723
WOODLANDS			POULTRY FARMS	10
FOREST	231.65	37.2	OTHER FARMS	241
BRUSHLAND	178.20	28.6	WATER RESOURCES	
WETLANDS	7.77	1.2	NATURAL PONDS AND LAKES	16
WATER	4.23	0.7	ARTIFICIAL PONDS AND RESERVOIRS	56
RESIDENTIAL			PONDS LESS THAN ONE ACRE	1442
HIGH DENSITY	0.63	0.1	RIVERS AND STREAMS - MILES	1765.8
MEDIUM DENSITY	0.56	0.1	SHORELINE - MILES	
LOW DENSITY	1.10	0.2	LAKE SHORELINE	31.0
OTHER	3.40	0.5	SHORELINE DEVELOPED	2.0
COMMERCIAL	0.53	0.1	RESIDENTIAL	
INDUSTRIAL	0.15	0.0	RURAL NON-FARM RESIDENCES	2638
EXTRACTIVE	0.97	0.2	MOBILE HOME PARKS	7
PUBLIC AND SEMI-PUBLIC	1.59	0.3	MOBILE HOMES IN MOBILE HOME PARKS	68
OUTDOOR RECREATION	0.77	0.1	MOBILE HOMES NOT IN MOBILE HOME PARKS	143
TRANSPORTATION	0.36	0.1		
NONPRODUCTIVE	29.17	4.7	HIGHWAY ACCESSIBILITY COEFFICIENT	1.3

WARREN COUNTY			POINT DATA	
TYPE OF USAGE	LAND AREA SQUARE MILES	PERCENT COUNTY	FARMING	
ACTIVE AGRICULTURE	5.60	0.6	DAIRY FARMS	14
WOODLANDS			POULTRY FARMS	1
FOREST	723.47	79.9	OTHER FARMS	32
BRUSHLAND	52.37	5.8	WATER RESOURCES	
WETLANDS	22.79	2.5	NATURAL PONDS AND LAKES	167
WATER	60.52	6.7	ARTIFICIAL PONDS AND RESERVOIRS	47
RESIDENTIAL			PONDS LESS THAN ONE ACRE	311
HIGH DENSITY	1.05	0.1	RIVERS AND STREAMS - MILES	859.8
MEDIUM DENSITY	1.62	0.2	SHORELINE - MILES	
LOW DENSITY	6.30	0.7	LAKE SHORELINE	290.2
OTHER	3.31	0.4	SHORELINE DEVELOPED	54.4
COMMERCIAL	5.33	0.6	RESIDENTIAL	
INDUSTRIAL	0.69	0.1	RURAL NON-FARM RESIDENCES	4150
EXTRACTIVE	1.05	0.1	MOBILE HOME PARKS	10
PUBLIC AND SEMI-PUBLIC	1.47	0.2	MOBILE HOMES IN MOBILE HOME PARKS	190
OUTDOOR RECREATION	7.24	0.8	MOBILE HOMES NOT IN MOBILE HOME PARKS	276
TRANSPORTATION	2.57	0.3		
NONPRODUCTIVE	11.65	1.3	HIGHWAY ACCESSIBILITY COEFFICIENT	0.8

WASHINGTON COUNTY

LAND AREA POINT DATA

TYPE OF USAGE	SQUARE MILES	PERCENT COUNTY	FARMING	
ACTIVE AGRICULTURE	271.35	31.5	DAIRY FARMS	981
WOODLANDS			POULTRY FARMS	20
FOREST	337.11	39.1	OTHER FARMS	652
WETLAND	142.97	16.6	WATER RESOURCES	
WETLANDS	24.05	2.8	NATURAL PONDS AND LAKES	193
WATER	15.10	1.8	ARTIFICIAL PONDS AND RESERVOIRS	74
RESIDENTIAL			PONDS LESS THAN ONE ACRE	1179
HIGH DENSITY	0.84	0.1	RIVERS AND STREAMS - MILES	1216.4
MEDIUM DENSITY	3.13	0.4	SHORELINE - MILES	
LOW DENSITY	1.43	0.2	LAKE SHORELINE	141.8
OTHER	2.75	0.3	SHORELINE DEVELOPED	23.1
COMMERCIAL	1.30	0.2	RESIDENTIAL	
INDUSTRIAL	0.87	0.1	RURAL NON-FARM RESIDENCES	3826
EXTRACTIVE	2.79	0.3	MOBILE HOME PARKS	11
PUBLIC AND SEMI-PUBLIC	2.57	0.3	MOBILE HOMES IN MOBILE HOME PARKS	99
OUTDOOR RECREATION	1.18	0.1	MOBILE HOMES NOT IN MOBILE HOME PARKS	397
TRANSPORTATION	3.65	0.4		
NONPRODUCTIVE	53.56	6.2	HIGHWAY ACCESSIBILITY COEFFICIENT	0.9

POPULATION BY AGE AND SEX	
AGE	MALE FEMALE
0-4	11216 10679
5-15	29509 28119
16-24	20879 24604
25-34	15529 16123
35-44	14865 16407
45-54	13516 18116
55-64	11947 16010
65 +	13314 20109
TOTAL	131775 150967
GRAND TOTAL	286742

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION

PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	31851
SALES, CLERICAL AND KINDRED WORKERS	38557
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	24262
TRANSPORT EQUIPMENT OPERATIVES	4492
LABORERS, EXCEPT FARM	5024
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	864
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	14113
TOTAL	119163

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA	1	14749	AREA 6	3212	AREA 11	73	AREA 16	16
AREA 2	42888	AREA 7	2491	AREA 12	59	AREA 17	55	
AREA 3	35903	AREA 8	805	AREA 13	32	AREA 18	16	
AREA 4	4265	AREA 9	71	AREA 14	11	AREA 19	18	
AREA 5	1472	AREA 10	308	AREA 15	7	AREA 20	58	
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS								
TRIPS INSIDE COUNTY OF RESIDENCE	93540							
TRIPS OUTSIDE COUNTY OF RESIDENCE	14552							
TRIPS WITH DESTINATIONS REPORTED	108092							
TRIPS WITH DESTINATIONS NOT REPORTED	8937							
TOTAL TRIPS	117029							

COUNT OF FAMILIES BY FAMILY INCOME

\$ 0 - 2999	4316
\$ 3000 - 4999	5135
\$ 5000 - 6999	6790
\$ 7000 - 9999	14474
\$10000 - 14999	21468
\$15000 - 24999	14749
\$25000 & OVER	4419
TOTAL FAMILIES	71351
AVERAGE FAMILY INCOME	12949

MODE OF TRANSPORTATION TO WORK

PRIVATE AUTO, DRIVER	70701
PRIVATE AUTO, PASS.	16347
BUS OR STREETCAR	12219
SUBWAY OR ELEVATED	27
RAILROAD	68
TAXICAB	879
WALKED ONLY	11975
OTHER MEANS	1861
WORKED AT HOME	2952
TOTAL	117029

LABOR FORCE 16 YEARS OLD AND OVER BY AGE AND SEX

AGE	MALE	FEMALE
16-24	12945	12431
25-34	14588	7370
35-44	14416	8480
45-64	27278	19185
65 +	3907	2422
TOTAL	73134	49808
GRAND TOTAL	123022	

AGGREGATE \$ FAMILY INCOME (000'S)

AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)	146836
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POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL

NURSERY THRU ELEMENTARY	49361
HIGH SCHOOL	19530
COLLEGE & ANY OVER 34 YEARS OLD	16481
TOTAL ENROLLED IN SCHOOL	85372

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965

SAME HOUSE	157610
SAME COUNTY	55427
SAME STATE	25441
DIFFERENT STATE OR ABROAD	14795
MOVED, NOT REPORTED	11591

LABOR FORCE STATUS FOR PERSONS 16 YEARS OLD AND OVER BY SEX

	MALE	FEMALE
IN ARMED FORCES	224	0
EMPLOYED	70689	48474
UNEMPLOYED	2221	1414
NOT IN LABOR FORCE	21916	62281

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX

	MALE	FEMALE
0-8 YEARS	10630	20901
1-4 YRS H.S.	34819	40284
1-3 YRS COLLEGE	7673	9184
4 + YRS COLLEGE	13049	9196

POPULATION BY AGE AND SEX

AGE	MALE	FEMALE
0-4	3200	3251
5-15	9118	8855
16-24	6697	6722
25-34	5146	4373
35-44	4527	3828
45-54	3125	3028
55-64	2665	2878
65 +	2291	3150
TOTAL	36849	36085
GRAND TOTAL	72934	

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION

PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	4880
SALES, CLERICAL AND KINDRED WORKERS	4763
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	4703
TRANSPORT EQUIPMENT OPERATIVES	1013
LABORERS, EXCEPT FARM	908
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	1139
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	3880
TOTAL	21286

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA 1	20351	AREA 6	0	AREA 11	0	AREA 16	0
AREA 2	186	AREA 7	0	AREA 12	0	AREA 17	0
AREA 3	389	AREA 8	28	AREA 13	0	AREA 18	0
AREA 4	68	AREA 9	0	AREA 14	6	AREA 19	33
AREA 5	6	AREA 10	0	AREA 15	0	AREA 20	0
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS							387
TRIPS INSIDE COUNTY OF RESIDENCE							20851
TRIPS OUTSIDE COUNTY OF RESIDENCE							1125
TRIPS WITH DESTINATIONS REPORTED							21976
TRIPS WITH DESTINATIONS NOT REPORTED							1640
TOTAL TRIPS							23616

MODE OF TRANSPORTATION TO WORK

PRIVATE AUTO, DRIVER	15748
PRIVATE AUTO, PASS.	3032
BUS OR STREETCAR	72
SUBWAY OR ELEVATED	0
RAILROAD	0
TAXICAB	198
WALKED ONLY	2730
OTHER MEANS	439
WORKED AT HOME	1397
TOTAL	23616

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965

SAME HOUSE	36315
SAME COUNTY	11592
SAME STATE	6380
DIFFERENT STATE OR ABROAD	9227

LABOR FORCE 16 YEARS OLD AND OVER BY AGE AND SEX

AGE	MALE	FEMALE
16-24	3973	2495
25-34	4066	1641
35-44	3774	1903
45-64	4657	2804
65 +	527	324
TOTAL	16997	9167
GRAND TOTAL	26164	

LABOR FORCE STATUS FOR PERSONS 16 YEARS OLD AND OVER BY SEX

	MALE	FEMALE
IN ARMED FORCES	3166	143
EMPLOYED	12913	8373
UNEMPLOYED	918	651

COUNT OF FAMILIES BY FAMILY INCOME

\$ 0 - 2999	1559
\$ 3000 - 4999	1947
\$ 5000 - 6999	2904
\$ 7000 - 9999	3787
\$10000 -14999	3780
\$15000 -24999	1893
\$25000 & OVER	402
TOTAL FAMILIES	16272
AVERAGE FAMILY INCOME	9458

AGGREGATE \$ FAMILY INCOME (000'S) 153901

AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S) 20575

POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL

NURSERY THRU ELEMENTARY	15136
HIGH SCHOOL	5050
COLLEGE & ANY OVER 34 YEARS OLD	4347
TOTAL ENROLLED IN SCHOOL	24533

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX

	MALE	FEMALE
0-8 YEARS	5510	4317
1-4 YRS H.S.	9050	9499
1-3 YRS COLLEGE	1494	1881

POPULATION BY AGE AND SEX

AGE	MALE	FEMALE
0-4	2127	1990
5-15	5739	5326
16-24	2953	3349
25-34	2676	2868
35-44	2769	2788
45-54	2820	3320
55-64	2726	2788
65 +	3194	4086
TOTAL	25004	26515
GRAND TOTAL	51519	

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION

PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	3819
SALES, CLERICAL AND KINDRED WORKERS	3851
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	6191
TRANSPORT EQUIPMENT OPERATIVES	868
LABORERS, EXCEPT FARM	822
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	1358
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	2453
TOTAL	19362

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA	1	1101	AREA 6	508	AREA 11	12831	AREA 16	0
AREA 2	480	AREA 7	10	AREA 12	166	AREA 17	6	0
AREA 3	21	AREA 8	339	AREA 13	182	AREA 18	0	0
AREA 4	6	AREA 9	6	AREA 14	742	AREA 19	6	0
AREA 5	31	AREA 10	121	AREA 15	54	AREA 20	0	0
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS	355							
TRIPS INSIDE COUNTY OF RESIDENCE	12831							
TRIPS OUTSIDE COUNTY OF RESIDENCE	4134							
TRIPS WITH DESTINATIONS REPORTED	16965							
TRIPS WITH DESTINATIONS NOT REPORTED	1905							
TOTAL TRIPS	18870							

COUNT OF FAMILIES BY FAMILY INCOME

\$ 0 - 2999	1220
\$ 3000 - 4999	1516
\$ 5000 - 6999	1903
\$ 7000 - 9999	3181
\$10000 - 14999	3347
\$15000 - 24999	1591
\$25000 & OVER	440
TOTAL FAMILIES	13198
AVERAGE FAMILY INCOME	10540

A-60

MODE OF TRANSPORTATION TO WORK

PRIVATE AUTO, DRIVER	12459
PRIVATE AUTO, PASS.	2539
BUS OR STREETCAR	201
SUBWAY OR ELEVATED	61
RAILROAD	23
TAXICAB	55
WALKED ONLY	2009
OTHER MEANS	428
WORKED AT HOME	1095
TOTAL	18870

LABOR FORCE 16 YEARS OLD AND OVER BY AGE AND SEX

AGE	MALE	FEMALE
16-24	1806	1112
25-34	2540	1337
35-44	2668	1552
45-64	4945	2934
65 +	696	354
TOTAL	12655	7289
GRAND TOTAL	19944	

AGGREGATE \$ FAMILY INCOME (000'S)

AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)	15068
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POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL

NURSERY THRU ELEMENTARY	8889
HIGH SCHOOL	3695
COLLEGE & ANY OVER 34 YEARS OLD	864
TOTAL ENROLLED IN SCHOOL	13448

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965

SAME HOUSE	29293
SAME COUNTY	9450
SAME STATE	4883
DIFFERENT STATE OR ABROAD	1961
MOVED, NOT REPORTED	1772

LABOR FORCE STATUS FOR PERSONS 16 YEARS OLD AND OVER BY SEX

	MALE	FEMALE
IN ARMED FORCES	19	0
EMPLOYED	12263	7099
UNEMPLOYED	373	190
NOT IN LABOR FORCE	4483	11910

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX

	MALE	FEMALE
0-8 YEARS	4505	4042
1-4 YRS H.S.	7293	8926
1-3 YRS COLLEGE	1165	1650
4 + YRS COLLEGE	1222	1224

POPULATION BY AGE AND SEX	
AGE	MALE FEMALE
0-4	1516 1459
5-15	4213 3979
16-24	2033 2140
25-34	1627 1885
35-44	1951 1903
45-54	1970 2053
55-64	1778 1849
65 +	1791 2484
TOTAL	16879 17752
GRAND TOTAL	34631

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION	
PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	2453
SALES, CLERICAL AND KINDRED WORKERS	2127
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	3456
TRANSPORT EQUIPMENT OPERATIVES	559
LABORERS, EXCEPT FARM	901
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	353
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	2129
TOTAL	11978

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

COUNT OF FAMILIES BY FAMILY INCOME

AREA 1	8329	AREA 6	23	AREA 11	7	AREA 16	0
AREA 2	507	AREA 7	113	AREA 12	0	AREA 17	15
AREA 3	412	AREA 8	31	AREA 13	0	AREA 18	0
AREA 4	12	AREA 9	0	AREA 14	0	AREA 19	23
AREA 5	189	AREA 10	0	AREA 15	0	AREA 20	8
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS							
TRIPS INSIDE COUNTY OF RESIDENCE							
TRIPS OUTSIDE COUNTY OF RESIDENCE							
TRIPS WITH DESTINATIONS REPORTED							
TRIPS WITH DESTINATIONS NOT REPORTED							
TOTAL TRIPS							
							11810

MODE OF TRANSPORTATION TO WORK	
PRIVATE AUTO, DRIVER	7898
PRIVATE AUTO, PASS.	1486
BUS OR STREETCAR	25
SUBWAY OR ELEVATED	9
RAILROAD	0
TAXICAB	90
WALKED ONLY	1480
OTHER MEANS	304
WORKED AT HOME	518
TOTAL	11810

AGGREGATE \$ FAMILY INCOME (000'S)	80025
AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)	10518
POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL	
NURSERY THRU ELEMENTARY	6954
HIGH SCHOOL	2598
COLLEGE & ANY OVER 34 YEARS OLD	535
TOTAL ENROLLED IN SCHOOL	10087

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965	
SAME HOUSE	21333
SAME COUNTY	5148
SAME STATE	2546

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX	MALE	FEMALE
0-0 YEARS	2001	2292
1-4 YRS H.S.	4723	5994

STATE OF NEW YORK
COUNTY OF FULTON

1970 FOURTH COUNT CENSUS TABULATIONS FOR STATEWIDE TRANSPORTATION PLANNING
DATA & SYSTEMS BUREAU OF THE NEW YORK STATE OFFICE OF PLANNING SERVICES

FEBRUARY 1973

POPULATION BY AGE AND SEX	
AGE	MALE FEMALE
0-4	2153 2177
5-15	5709 5347
16-24	3276 3301
25-34	2578 2685
35-44	2653 2872
45-54	3199 3559
55-64	2863 3152
65 +	2893 4140
TOTAL	25324 27313
GRAND TOTAL	52637

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION	
PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	3882
SALES, CLERICAL AND KINDRED WORKERS	4424
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	8800
TRANSPORT EQUIPMENT OPERATIVES	735
LABORERS, EXCEPT FARM	806
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	337
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	2158
TOTAL	21142

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
AREA 1	954	307	259	105	0	94	27	31	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096
AREA 2	307	259	105	0	94	27	31	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 3	259	105	0	94	27	31	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 4	105	0	94	27	31	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 5	0	94	27	31	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 6	94	27	31	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 7	27	31	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 8	31	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 9	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 10	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 11	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 12	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 13	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 14	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 15	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 16	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 17	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 18	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 19	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
AREA 20	0	0	0	0	0	0	0	0	0	399	14423	45	1706	7	135	14423	4122	18545	2096	20641
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS																				
TRIPS INSIDE COUNTY OF RESIDENCE																				
TRIPS OUTSIDE COUNTY OF RESIDENCE																				
TRIPS WITH DESTINATIONS REPORTED																				
TRIPS WITH DESTINATIONS NOT REPORTED																				
TOTAL TRIPS																				

MODE OF TRANSPORTATION TO WORK	
PRIVATE AUTO, DRIVER	13945
PRIVATE AUTO, PASS.	3485
BUS OR STREETCAR	47
SUBWAY OR ELEVATED	0
RAILROAD	0
TAXICAB	184
WALKED ONLY	1862
OTHER MEANS	354
WORKED AT HOME	764
TOTAL	20641

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965

SAME HOUSE	30078
SAME COUNTY	11332
SAME STATE	3853
DIFFERENT STATE OR ABROAD	1409
MOVED, NOT REPORTED	1620

COUNT OF FAMILIES BY FAMILY INCOME

\$ 0 - 2999	1210
\$ 3000 - 4999	1392
\$ 5000 - 6999	2127
\$ 7000 - 9999	3767
\$10000 - 14999	3467
\$15000 - 24999	1431
\$25000 & OVER	378
TOTAL FAMILIES	13772
AVERAGE FAMILY INCOME	9552

AGGREGATE \$ FAMILY INCOME (000'S)

AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)	16558
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POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL

NURSERY THRU ELEMENTARY	9219
HIGH SCHOOL	3790
COLLEGE & ANY OVER 34 YEARS OLD	1115
TOTAL ENROLLED IN SCHOOL	14124

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX	
MALE	FEMALE
0-8 YEARS	4545
1-4 YRS H.S.	7459
1-3 YRS COLLEGE	1078
4 + YRS COLLEGE	1104

AGE	POPULATION BY AGE AND SEX	
	MALE	FEMALE
0-4	1308	1238
5-15	3330	3324
16-24	2296	1981
25-34	1610	1822
35-44	1774	1743
45-54	1847	1993
55-64	1780	2137
65 +	2182	2773
TOTAL	16127	17009
GRAND TOTAL	33136	

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION	
PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	2401
SALES, CLERICAL AND KINDRED WORKERS	2272
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	3729
TRANSPORT EQUIPMENT OPERATIVES	679
LABORERS, EXCEPT FARM	637
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	473
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	1513
TOTAL	11704

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA	1	760	AREA	6	27	AREA	11	57	AREA	16
AREA	2	706	AREA	7	8	AREA	12	108	AREA	17
AREA	3	42	AREA	8	6909	AREA	13	52	AREA	18
AREA	4	13	AREA	9	276	AREA	14	0	AREA	19
AREA	5	5	AREA	10	706	AREA	15	0	AREA	20
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS										
TRIPS INSIDE COUNTY OF RESIDENCE										
TRIPS OUTSIDE COUNTY OF RESIDENCE										
TRIPS WITH DESTINATIONS REPORTED										
TRIPS WITH DESTINATIONS NOT REPORTED										
TOTAL TRIPS										
203										
6909										
2963										
9872										
1767										
1639										

MODE OF TRANSPORTATION TO WORK	
PRIVATE AUTO, DRIVER	7750
PRIVATE AUTO, PASS.	1494
BUS OR STREETCAR	150
SUBWAY OR ELEVATED	25
RAILROAD*	0
TAXICAB	99
WALKED ONLY	1058
OTHER MEANS	311
WORKED AT HOME	752
TOTAL	11639

AGE	MALE	FEMALE
16-24	1120	812
25-34	1575	799
35-44	1721	799
45-64	3073	1717
65 +	445	255
TOTAL	7934	4382
GRAND TOTAL	12316	

AGGREGATE \$ FAMILY INCOME (000'S)	81034
AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)	7727
POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL	
NURSERY THRU ELEMENTARY	5380
HIGH SCHOOL	2435
COLLEGE & ANY OVER 34 YEARS OLD	561
TOTAL ENROLLED IN SCHOOL	8376

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965	
SAME HOUSE	18457
SAME COUNTY	5053
SAME STATE	4641

LABOR FORCE STATUS FOR PERSONS 16 YEARS OLD AND OVER BY SEX	MALE	FEMALE
IN ARMED FORCES	6	0
EMPLOYED	7670	4034

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX		
	MALE	FEMALE
0-8 YEARS	2908	3088
1-4 YRS H.S.	4759	5778
	0.30	0.57

POPULATION BY AGE AND SEX	
AGE	MALE FEMALE
0-4	185 168
5-15	533 468
16-24	237 267
25-34	264 262
35-44	188 227
45-54	292 269
55-64	285 356
65 +	357 356
TOTAL	2341 2373
GRAND TOTAL	4714

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION

PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	359
SALES, CLERICAL AND KINDRED WORKERS	171
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	403
TRANSPORT EQUIPMENT OPERATIVES	98
LABORERS, EXCEPT FARM	178
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	5
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	258
TOTAL	1472

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA	1	6	7	AREA 11	7	AREA 16	0
AREA 2	5	AREA 7	7	AREA 12	925	AREA 17	0
AREA 3	7	AREA 8	0	AREA 13	141	AREA 18	0
AREA 4	7	AREA 9	0	AREA 14	35	AREA 19	0
AREA 5	14	AREA 10	0	AREA 15	55	AREA 20	0
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS							
TRIPS INSIDE COUNTY OF RESIDENCE	26						
TRIPS OUTSIDE COUNTY OF RESIDENCE	925						
TRIPS WITH DESTINATIONS REPORTED	317						
TRIPS WITH DESTINATIONS NOT REPORTED	1242						
TOTAL TRIPS	136						
	1378						

COUNT OF FAMILIES BY FAMILY INCOME

\$ 0 - 2999	141
\$ 3000 - 4999	221
\$ 5000 - 6999	269
\$ 7000 - 9999	295
\$10000 - 14999	259
\$15000 - 24999	61
\$25000 & OVER	20
TOTAL FAMILIES	1266

AVERAGE FAMILY INCOME 7932

MODE OF TRANSPORTATION TO WORK

PRIVATE AUTO, DRIVER	830
PRIVATE AUTO, PASS.	198
BUS OR STREETCAR	7
SUBWAY OR ELEVATED	0
RAILROAD	0
TAXICAB	0
WALKED ONLY	127
OTHER MEANS	69
WORKED AT HOME	147
TOTAL	1378

LABOR FORCE 16 YEARS OLD AND OVER BY AGE AND SEX

AGE	MALE	FEMALE
16-24	113	111
25-34	248	104
35-44	182	100
45-64	459	267
65 +	49	38
TOTAL	1051	620
GRAND TOTAL	1671	

AGGREGATE \$ FAMILY INCOME (000'S)

10042

AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)

1315

POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL

NURSERY THRU ELEMENTARY

771

HIGH SCHOOL

406

COLLEGE & ANY OVER 34 YEARS OLD

32

TOTAL ENROLLED IN SCHOOL

1209

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965

SAME HOUSE	2746
SAME COUNTY	749
SAME STATE	566
DIFFERENT STATE OR ABROAD	138
MOVED, NOT REPORTED	162

LABOR FORCE STATUS FOR PERSONS 16 YEARS OLD AND OVER BY SEX

	MALE	FEMALE
IN ARMED FORCES	0	0
EMPLOYED	949	523
UNEMPLOYED	102	97
NOT IN LABOR FORCE	572	1117

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX

	MALE	FEMALE
0-8 YEARS	419	327
1-4 YRS H.S.	709	881
1-3 YRS COLLEGE	136	157
4 + YRS COLLEGE	122	105

STATE OF NEW YORK
COUNTY OF HERKIMER

1970 FOURTH COUNT CENSUS TABULATIONS FOR STATEWIDE TRANSPORTATION PLANNING
DATA & SYSTEMS BUREAU OF THE NEW YORK STATE OFFICE OF PLANNING SERVICES

FEBRUARY 1973

POPULATION BY AGE AND SEX	
AGE	MALE FEMALE
0-4	2914 2770
5-15	7346 7154
16-24	4448 4436
25-34	3576 3557
35-44	3376 3695
45-54	4129 4695
55-64	3382 3519
65 +	3509 4927
TOTAL	32880 34753
GRAND TOTAL	67633

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION	
PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	4810
SALES, CLERICAL AND KINDRED WORKERS	5139
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	9998
TRANSPORT EQUIPMENT OPERATIVES	812
LABORERS, EXCEPT FARM	908
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	1550
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	2820
TOTAL	26037

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA	1	723	AREA	6	8	AREA	11	0	AREA	16	86
AREA	2	3936	AREA	7	6	AREA	12	95	AREA	17	233
AREA	3	486	AREA	8	34	AREA	13	56	AREA	18	152
AREA	4	1095	AREA	9	31	AREA	14	13	AREA	19	19
AREA	5	17611	AREA	10	0	AREA	15	22	AREA	20	7
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS											
TRIPS	INSIDE COUNTY OF RESIDENCE										
TRIPS	OUTSIDE COUNTY OF RESIDENCE										
TRIPS	WITH DESTINATIONS REPORTED										
TRIPS	WITH DESTINATIONS NOT REPORTED										
TOTAL	TRIPS										
											258
											17611
											7260
											24871
											937
											25808

POPULATION BY AGE AND SEX
AGE MALE FEMALE

0-4	12081	11603	PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	23289
5-15	30626	29574	SALES, CLERICAL AND KINDRED WORKERS	24372
16-24	19836	19429	CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	27346
25-34	15293	15728	TRANSPORT EQUIPMENT OPERATIVES	3229
35-44	14319	14762	LABORERS, EXCEPT FARM	3535
45-54	15896	17538	FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	1974
55-64	12702	13641	SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	14376
65 +	12175	17834	TOTAL	98121
TOTAL	132928	140109		
BRAND TOTAL	273037			

ACCOUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

[illegible]

COUNT OF FAMILIES BY FAMILY INCOME

\$ 0 - 2999	4857
\$ 3000 - 4999	5477
\$ 5000 - 6999	8453
\$ 7000 - 9999	13133
\$10000 -14999	19482
\$15000 -24999	10364
\$25000 & OVER	2270
TOTAL FAMILIES	64036
AVERAGE FAMILY INCOME	10846

MODE OF TRANSPORTATION TO WORK

PRIVATE AUTO, DRIVER	67527
PRIVATE AUTO, PASS.	14049
BUS OR STREETCAR	4705
SUBWAY OR ELEVATED	11
RAILROAD	53
TAXICAB	334
WALKED ONLY	7920
OTHER MEANS	1492
WORKED AT HOME	3196
TOTAL	99287

LABOR FORCE 16 YEARS OLD AND
OVER BY AGE AND SEX

AGE	MALE	FEMALE
16-24	12242	8544
25-34	14230	6314
35-44	13405	7137
45-64	24725	16518
65 +	2901	1651
TOTAL	67503	40164
GRAND TOTAL	107667	

AGGREGATE \$ FAMILY INCOME (000'S) 716284

AGGREGATE & INCOME OF UNRELATED INDIVIDUALS ('000'S) 83595

POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL

NURSERY THRU ELEMENTARY	50265
HIGH SCHOOL	18972
COLLEGE & ANY OVER 34 YEARS OLD	9643
TOTAL ENROLLED IN SCHOOL	70810

COUNT OF POPULATION 5 YEARS OLD AND
OVER BY RESIDENCE IN 1965

SAME HOUSE
SAME COUNTY

LABOR FORCE STATUS FOR PERSONS 16
YEARS OLD AND OVER BY SEX

	MALE	FEMALE
IN ARMED FORCES	3470	36

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX

	MALE	FEMALE
0-8 YEARS	21601	22500

POPULATION BY AGE AND SEX

AGE	MALE	FEMALE
0-4	6592	6424
5-15	16353	16088
16-24	12973	11784
25-34	7926	8484
35-44	7829	8142
45-54	8101	9249
55-64	6880	7833
65 +	7108	10744
TOTAL	73762	78748
GRAND TOTAL	152510	

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION

PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	13083
SALES, CLERICAL AND KINDRED WORKERS	17605
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	15610
TRANSPORT EQUIPMENT OPERATIVES	2455
LABORERS, EXCEPT FARM	2367
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	790
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	6852
TOTAL	58762

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA 1	3811	AREA 6	15781	AREA 11	69	AREA 16	7
AREA 2	7808	AREA 7	12005	AREA 12	337	AREA 17	0
AREA 3	9372	AREA 8	1064	AREA 13	86	AREA 18	0
AREA 4	846	AREA 9	158	AREA 14	408	AREA 19	19
AREA 5	460	AREA 10	6	AREA 15	19	AREA 20	15
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS							538
TRIPS INSIDE COUNTY OF RESIDENCE							27786
TRIPS OUTSIDE COUNTY OF RESIDENCE							25023
TRIPS WITH DESTINATIONS REPORTED							52809
TRIPS WITH DESTINATIONS NOT REPORTED							4511
TOTAL TRIPS							57320

MODE OF TRANSPORTATION TO WORK

PRIVATE AUTO, DRIVER	36909
PRIVATE AUTO, PASS.	8002
BUS OR STREETCAR	4458
SUBWAY OR ELEVATED	46
RAILROAD	21
TAXICAB	130
WALKED ONLY	4940
OTHER MEANS	841
WORKED AT HOME	1973
TOTAL	57320

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965

SAME HOUSE	85205
SAME COUNTY	27670
SAME STATE	13871
DIFFERENT STATE OR ABROAD	7332
MOVED, NOT REPORTED	5306

COUNT OF FAMILIES BY FAMILY INCOME

\$ 0 - 2999	2488
\$ 3000 - 4999	2934
\$ 5000 - 6999	4509
\$ 7000 - 9999	8414
\$10000 - 14999	11457
\$15000 - 24999	6213
\$25000 & OVER	1167
TOTAL FAMILIES	37182
AVERAGE FAMILY INCOME	10927

AGGREGATE \$ FAMILY INCOME (000'S) 406288
AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S) 53438

POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL
NURSERY THRU ELEMENTARY 27845
HIGH SCHOOL 10177
COLLEGE & ANY OVER 34 YEARS OLD 8780
TOTAL ENROLLED IN SCHOOL 46802

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX

	MALE	FEMALE
0-8 YEARS	11434	12160
1-4 YRS H.S.	10426	25104
1-3 YRS COLLEGE	3517	4000
4 + YRS COLLEGE	4467	3100

POPULATION BY AGE AND SEX	
AGE	MALE FEMALE
0-4	6205 5916
5-15	14661 14549
16-24	7445 9486
25-34	7484 7897
35-44	7101 7245
45-54	6541 6818
55-64	4860 5025
65 +	4331 6115
TOTAL	58628 63051
GRAND TOTAL	121679

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION

PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	11383
SALES, CLERICAL AND KINDRED WORKERS	10659
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	12093
TRANSPORT EQUIPMENT OPERATIVES	1835
LABORERS, EXCEPT FARM	1809
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	675
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	5140
TOTAL	44394

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA	1	1012	AREA 6	1374	AREA 11	0	AREA 16	110
AREA 2	3220	AREA 7	542	AREA 12	8	AREA 17	227	110
AREA 3	5066	AREA 8	19736	AREA 13	968	AREA 18	12	12
AREA 4	4899	AREA 9	16	AREA 14	2245	AREA 19	0	0
AREA 5	1569	AREA 10	0	AREA 15	13	AREA 20	28	28
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS								
TRIPS INSIDE COUNTY OF RESIDENCE	19736							
TRIPS OUTSIDE COUNTY OF RESIDENCE	21939							
TRIPS WITH DESTINATIONS REPORTED	41675							
TRIPS WITH DESTINATIONS NOT REPORTED	2269							
TOTAL TRIPS	43944							

COUNT OF FAMILIES BY FAMILY INCOME

\$ 0 - 2999	2086
\$ 3000 - 4999	1998
\$ 5000 - 6999	3120
\$ 7000 - 9999	6681
\$10000 - 14999	9992
\$15000 - 24999	5284
\$25000 & OVER	1034
TOTAL FAMILIES	30195
AVERAGE FAMILY INCOME	11260

MODE OF TRANSPORTATION TO WORK	
PRIVATE AUTO, DRIVER	30950
PRIVATE AUTO, PASS.	6517
BUS OR STREETCAR	474
SUBWAY OR ELEVATED	16
RAILROAD	13
TAXICAB	360
WALKED ONLY	3248
OTHER MEANS	1042
WORKED AT HOME	1324
TOTAL	43944

LABOR FORCE 16 YEARS OLD AND OVER BY AGE AND SEX

AGE	MALE	FEMALE
16-24	4733	3733
25-34	7235	2979
35-44	6905	3376
45-64	10255	5942
65 +	1066	579
TOTAL	30194	16609
GRAND TOTAL	46803	

AGGREGATE \$ FAMILY INCOME (000'S)

AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)	340011
AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)	27620

POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL

NURSERY THRU ELEMENTARY	24962
HIGH SCHOOL	8633
COLLEGE & ANY OVER 34 YEARS OLD	4732
TOTAL ENROLLED IN SCHOOL	38327

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965

SAME HOUSE	60065
SAME COUNTY	17284
SAME STATE	19348
DIFFERENT STATE OR ABROAD	9146

LABOR FORCE STATUS FOR PERSONS 16 YEARS OLD AND OVER BY SEX

MALE	FEMALE
IN ARMED FORCES	655
EMPLOYED	28512
UNEMPLOYED	1027
TOTAL	15082

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX

MALE	FEMALE
0-8 YEARS	7398
9-12 YRS H.S.	15117
1-3 YRS COLLEGE	3266
4+ YRS COLLEGE	2812

STATE OF NEW YORK
COUNTY OF SCHENECTADY

1970 FOURTH CENSUS TABULATIONS FOR STATEWIDE TRANSPORTATION PLANNING
DATA & SYSTEMS BUREAU OF THE NEW YORK STATE OFFICE OF PLANNING SERVICES

FEBRUARY 1973

POPULATION BY AGE AND SEX

AGE	MALE	FEMALE
0-4	6634	6207
5-15	16983	16092
16-24	10842	10657
25-34	8839	9117
35-44	8613	9605
45-54	9911	11118
55-64	7982	9216
65 +	7651	11512
TOTAL	77455	83524
GRAND TOTAL	160979	

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION

PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	18299
SALES, CLERICAL AND KINDRED WORKERS	18224
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	14658
TRANSPORT EQUIPMENT OPERATIVES	1914
LABORERS, EXCEPT FARM	2022
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	224
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	7478
TOTAL	62819

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA 1	1250	AREA 6	464	AREA 11	73	AREA 16	21
AREA 2	5047	AREA 7	314	AREA 12	15	AREA 17	7
AREA 3	4615	AREA 8	965	AREA 13	7	AREA 18	5
AREA 4	35006	AREA 9	306	AREA 14	0	AREA 19	16
AREA 5	8454	AREA 10	92	AREA 15	0	AREA 20	0
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS							
TRIPS INSIDE COUNTY OF RESIDENCE							
TRIPS OUTSIDE COUNTY OF RESIDENCE							
TRIPS WITH DESTINATIONS REPORTED							
TRIPS WITH DESTINATIONS NOT REPORTED							
TOTAL TRIPS							
							642
							43460
							13839
							57299
							4735
							62034

MODE OF TRANSPORTATION TO WORK

PRIVATE AUTO, DRIVER	43423
PRIVATE AUTO, PASS.	9139
BUS OR STREETCAR	2087
SUBWAY OR ELEVATED	11
RAILROAD	20
TAXICAB	455
WALKED ONLY	4797
OTHER MEANS	907
WORKED AT HOME	1195
TOTAL	62034

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965

SAME HOUSE	89167
SAME COUNTY	30620
SAME STATE	12671
DIFFERENT STATE OR ABROAD	10502
MUVED, NOT REPORTED	5180

LABOR FORCE 16 YEARS OLD AND OVER BY AGE AND SEX

AGE	MALE	FEMALE
16-24	6281	5273
25-34	8576	3524
35-44	8401	4619
45-64	15911	10032
65 +	1642	852
TOTAL	40811	24300
GRAND TOTAL	65111	

LABOR FORCE STATUS FOR PERSONS 16 YEARS OLD AND OVER BY SEX

	MALE	FEMALE
IN ARMED FORCES	151	0
EMPLOYED	39446	23373
UNEMPLOYED	1214	927
NOT IN LABOR FORCE	13027	36925

AGGREGATE \$ FAMILY INCOME (000'S)

AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)	60385
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POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL

NURSERY THRU ELEMENTARY HIGH SCHOOL	28276
COLLEGE & ANY OVER 34 YEARS OLD	11803
TOTAL ENROLLED IN SCHOOL	6014
	46093

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX

	MALE	FEMALE
0-8 YEARS	9318	11006
1-4 YRS H.S.	21253	29477
1-3 YRS COLLEGE	4319	5130
4 + YRS COLLEGE	8106	4955

A-70

AGE	MALE	FEMALE
0-4	1006	929
5-15	2711	2566
16-24	2062	2246
25-34	1119	1185
35-44	1321	1312
45-54	1278	1331
55-64	1166	1280
65 +	1468	1770
TOTAL	12131	12619
GRAND TOTAL		24750

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION	
PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	1757
SALES, CLERICAL AND KINDRED WORKERS	1619
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	2469
TRANSPORT EQUIPMENT OPERATIVES	439
LABORERS, EXCEPT FARM	527
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	940
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	1189
TOTAL	8940

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA 1	540	AREA 6	18	AREA 11	281	AREA 16
AREA 2	199	AREA 7	26	AREA 12	65	AREA 17
AREA 3	700	AREA 8	5490	AREA 13	W1	AREA 18
AREA 4	113	AREA 9	166	AREA 14	0	AREA 19
AREA 5	21	AREA 10	69	AREA 15	0	AREA 20
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS						
TRIPS INSIDE COUNTY OF RESIDENCE						
TRIPS OUTSIDE COUNTY OF RESIDENCE						
TRIPS WITH DESTINATIONS REPORTED						
TRIPS WITH DESTINATIONS NOT REPORTED						
TOTAL TRIPS						
						181
						5490
						2412
						7902
						762

MODE OF TRANSPORTATION TO WORK	
PRIVATE AUTO, DRIVER	5504
PRIVATE AUTO, PASS.	1027
BUS OR STREETCAR	35
SUBWAY OR ELEVATED	15
RAILROAD	0
TAXICAB	0
WALKED ONLY	1027
OTHER MEANS	242
WORKED AT HOME	814
TOTAL	8664

LABOR FORCE 16 YEARS OLD AND OVER BY AGE AND SEX		
AGE	MALE	FEMALE
16-24	1212	702
25-34	1068	518
35-44	1266	616
45-64	2099	1224
65 +	367	205
TOTAL	6012	3265
GRAND TOTAL	9277	

AGGREGATE \$ FAMILY INCOME (000'S)	56192
AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)	6794
POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL	
NURSERY THRU ELEMENTARY	4426
HIGH SCHOOL	1681
COLLEGE & ANY OVER 34 YEARS OLD	1400
TOTAL ENROLLED IN SCHOOL	7507

COUNT OF POPULATION 5 YEARS OLD AND
OVER BY RESIDENCE IN 1965

SAME HOUSE	12930
SAME COUNTY	

LABOR FORCE STATUS FOR PERSONS 16
YEARS OLD AND OVER BY SEX

\$	0	-	2999	730
\$	3000	-	4999	791
\$	5000	-	6999	834
\$	7000	-	9999	1418
\$	10000	-	14999	1463
\$	15000	-	24999	657
\$	25000	& OVER		155
TOTAL FAMILIES				6048
AVERAGE FAMILY INCOME				9291

POPULATION BY AGE AND SEX

AGE	MALE	FEMALE
0-4	2343	2289
5-15	5926	5427
16-24	2907	3485
25-34	2694	2805
35-44	2378	2704
45-54	2872	2964
55-64	2102	2552
65 +	2307	3487
TOTAL	23609	25793
GRAND TOTAL	49402	

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION

PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	4215
SALES, CLERICAL AND KINDRED WORKERS	4183
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	4896
TRANSPORT EQUIPMENT OPERATIVES	689
LABORERS, EXCEPT FARM	883
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	58
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	2543
TOTAL	17467

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA 1	32	AREA 6	6	AREA 11	1408	AREA 16	0
AREA 2	10	AREA 7	938	AREA 12	9	AREA 17	0
AREA 3	107	AREA 8	12080	AREA 13	13	AREA 18	0
AREA 4	69	AREA 9	25	AREA 14	0	AREA 19	0
AREA 5	16	AREA 10	342	AREA 15	0	AREA 20	9
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS							
TRIPS INSIDE COUNTY OF RESIDENCE						322	
TRIPS OUTSIDE COUNTY OF RESIDENCE						12080	
TRIPS WITH DESTINATIONS REPORTED						3306	
TRIPS WITH DESTINATIONS NOT REPORTED						15386	
TOTAL TRIPS						1710	
						17096	

MODE OF TRANSPORTATION TO WORK

PRIVATE AUTO, DRIVER	11693
PRIVATE AUTO, PASS.	2382
BUS OR STREETCAR	58
SUBWAY OR ELEVATED	0
RAILROAD	0
TAXICAB	165
WALKED ONLY	1792
OTHER MEANS	550
WORKED AT HOME	456
TOTAL	17096

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965

SAME HOUSE	26692
SAME COUNTY	8197
SAME STATE	5605
DIFFERENT STATE OR ABROAD	2604
MOVED, NOT REPORTED	1689

LABOR FORCE 16 YEARS OLD AND OVER BY AGE AND SEX

AGE	MALE	FEMALE
16-24	1821	1444
25-34	2616	1196
35-44	2297	1430
45-64	4340	2624
65 +	558	303
TOTAL	11632	6997
GRAND TOTAL	18629	

LABOR FORCE STATUS FOR PERSONS 16 YEARS OLD AND OVER BY SEX

	MALE	FEMALE
IN ARMED FORCES	9	0
EMPLOYED	10996	6471
UNEMPLOYED	627	526
NOT IN LABOR FORCE	3708	11080

COUNT OF FAMILIES BY FAMILY INCOME

\$ 0 - 2999	1227
\$ 3000 - 4999	1304
\$ 5000 - 6999	1880
\$ 7000 - 9999	2962
\$10000 - 14999	2978
\$15000 - 24999	1618
\$25000 & OVER	463
TOTAL FAMILIES	12432
AVERAGE FAMILY INCOME	9967

AGGREGATE \$ FAMILY INCOME (000'S)
AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)

AGGREGATE \$ FAMILY INCOME (000'S)	123911
AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)	15595

POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL

NURSERY THRU ELEMENTARY	9702
HIGH SCHOOL	3644
COLLEGE & ANY OVER 34 YEARS OLD	928
TOTAL ENROLLED IN SCHOOL	14274

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX

	MALE	FEMALE
0-8 YEARS	3184	3097
1-4 YRS H.S.	6068	8392
1-3 YRS COLLEGE	1323	1831
4 + YRS COLLEGE	1776	1272

AGE	POPULATION BY AGE AND SEX	
	MALE	FEMALE
0-4	2581	2386
5-15	6279	6221
16-24	4082	3291
25-34	2946	2855
35-44	2746	2855
45-54	2804	3042
55-64	2343	2355
65 +	2395	3544
TOTAL	26176	26549
GRAND TOTAL	52725	

COUNT OF EMPLOYED POPULATION 16 YEARS OLD AND OVER BY OCCUPATION	
PROFESSIONAL, TECHNICAL, MANAGERS AND ADMINISTRATORS	3193
SALES, CLERICAL AND KINDRED WORKERS	3333
CRAFTSMEN, FOREMEN AND OPERATIVES, EXCEPT TRANSPORT	6532
TRANSPORT EQUIPMENT OPERATIVES	920
LABORERS, EXCEPT FARM	783
FARMERS, FARM MANAGERS, FARM LABORERS AND FARM FOREMEN	1254
SERVICE WORKERS INCLUDING PRIVATE HOUSEHOLD WORKERS	2329
TOTAL	18344

COUNT OF WORK TRIPS TO SPECIFIC DESTINATIONS
(SEE TECHNICAL DOCUMENT NO. 8)

AREA 1	76	AREA 6	0	AREA 11	162	AREA 16	0
AREA 2	258	AREA 7	736	AREA 12	223	AREA 17	0
AREA 3	19	AREA 8	1107	AREA 13	7	AREA 18	0
AREA 4	116	AREA 9	2936	AREA 14	0	AREA 19	7
AREA 5	56	AREA 10	155	AREA 15	0	AREA 20	0
TRIPS TO DESTINATIONS BEYOND THE ABOVE SPECIFIC AREAS							
TRIPS INSIDE COUNTY OF RESIDENCE							
TRIPS OUTSIDE COUNTY OF RESIDENCE							
TRIPS WITH DESTINATIONS REPORTED							
TRIPS WITH DESTINATIONS NOT REPORTED							
TOTAL TRIPS							
							18140

MODE OF TRANSPORTATION TO WORK	
PRIVATE AUTO, DRIVER	12518
PRIVATE AUTO, PASS.	2184
BUS OR STREETCAR	15
SUBWAY OR ELEVATED	0
RAILROAD	7
TAXICAB	45
WALKED ONLY	1836
OTHER MEANS	431
WORKED AT HOME	1104
TOTAL	18140

LABOR FORCE 16 YEARS OLD AND OVER BY AGE AND SEX		
AGE	MALE	FEMALE
16-24	1905	1250
25-34	2566	1197
35-44	2554	1527
45-64	4474	2691
65 +	580	394
TOTAL	12079	7059
GRAND TOTAL	19138	

AGGREGATE \$ FAMILY INCOME (000'S)	119022
AGGREGATE \$ INCOME OF UNRELATED INDIVIDUALS (000'S)	12267
POPULATION 3-34 YEARS OLD ENROLLED IN SCHOOL	
NURSERY THRU ELEMENTARY	10429
HIGH SCHOOL	3786
COLLEGE & ANY OVER 34 YEARS OLD	572
TOTAL ENROLLED IN SCHOOL	14787

COUNT OF POPULATION 5 YEARS OLD AND OVER BY RESIDENCE IN 1965	
SAME HOUSE	32162
SAME COUNTY	8233
SAME STATE	4147

LABOR FORCE STATUS FOR PERSONS 16 YEARS OLD AND OVER BY SEX	MALE	FEMALE
IN ARMED FORCES	17	0
EMPLOYED		

POPULATION 25 YEARS OLD AND OVER BY YEARS OF SCHOOL COMPLETED AND SEX	
	MALE FEMALE
0-8 YEARS	3920 3420

OCCUPATIONS FOR COUNTIES, 1970

Occupations	Albany	Clinton	Columbia	Essex	Fulton	Greene	Hamilton	Herkimer
Total Employed, 16 years & older	119,163	21,286	19,362	11,978	21,142	11,704	1,472	26,037
Professional, Technical & Kindred Workers	21,439	3,187	2,242	1,529	2,357	1,399	218	3,308
Managers and Administrators, Except Farm	10,417	1,693	1,577	924	1,525	1,002	141	1,502
Sales Workers	7,951	1,327	1,070	499	1,189	583	17	1,225
Clerical & Kindred Workers	30,606	3,436	2,781	1,628	3,235	1,689	154	3,914
Craftsmen, Foremen & Kindred Workers	14,392	2,658	3,076	1,936	2,834	2,150	298	3,722
Operatives, Except Transport	9,870	2,045	3,115	1,520	5,966	1,579	105	6,276
Transport, Equipment Operatives	4,492	1,013	868	559	735	679	98	812
Laborers, Except Farm	5,024	908	822	901	806	637	178	908
Farmers and Farm Managers	522	569	623	158	214	289	5	1,066
Farm Laborers & Farm Foremen	312	570	735	195	123	184	-	484
Service Workers, Except Private Household	13,300	3,497	2,158	1,845	1,973	1,360	212	2,604
Private Household Workers	813	383	295	284	185	153	46	216

CONTINUED ON NEXT PAGE

OCCUPATIONS FOR COUNTIES, 1970

Occupations	Montgomery	Oneida	Rensselaer	Saratoga	Schenectady	Schoharie	Warren	Washington
Total Employed, 16 years & older	22,521	98,121	58,762	44,394	62,819	8,940	17,467	18,344
Professional, Technical and Kindred Workers	2,615	16,167	9,140	7,959	13,500	1,188	2,544	2,086
Managers and Administrators, Except Farm	1,289	7,122	3,943	3,424	4,799	569	1,661	1,107
Sales Workers	1,075	6,520	3,644	2,765	4,570	394	1,359	922
Clerical & Kindred Workers	4,047	17,852	13,961	7,894	13,654	1,225	2,824	2,411
Craftsmen, Foremen & Kindred Workers	2,812	13,137	8,330	6,776	7,869	1,299	2,584	2,567
Operatives, Except Transport	5,279	14,209	7,280	6,117	6,789	1,170	2,312	3,965
Transport, Equipment Operatives	874	3,229	2,455	1,835	1,914	439	689	920
Laborers, Except Farm	1,107	3,535	2,367	1,809	2,022	527	883	783
Farmers & Farm Managers	733	1,277	518	443	141	466	25	784
Farm Laborers & Farm Foremen	327	697	272	232	83	474	33	470
Service Workers, Except Private Household	2,222	13,546	6,355	4,854	7,026	1,060	2,333	2,121
Private Household Workers	141	830	497	286	452	129	210	208

SCHOOLING BY COUNTY FOR NORTHEASTERN REGION

COUNTY	SEX	YEARS OF SCHOOLING			COLLEGE 1-3	COLLEGE 4+	MEDIAN SCHOOL	
		H.S. 1-3	H.S. GRAD.				YEARS COMPLETED	% H.S. GRAD.
ALBANY	MALE	14,557	20,262		7,673	13,049	12.2	55.3%
	FEMALE	16,433	31,851		9,184	9,196	12.2	57.4%
CLINTON	MALE	3,683	5,367		1,494	1,692	11.7	48.2%
	FEMALE	3,888	5,611		1,881	1,560	12.1	52.5%
COLUMBIA	MALE	3,009	4,284		1,165	1,222	11.6	47.0%
	FEMALE	3,364	5,562		1,658	1,224	12.1	53.3%
ESSEX	MALE	2,069	2,654		728	865	11.5	46.6%
	FEMALE	2,384	3,610		1,184	704	12.1	54.0%
FULTON	MALE	3,628	3,831		1,078	1,104	11.1	42.4%
	FEMALE	4,032	5,419		1,420	882	11.6	47.1%
GREENE	MALE	1,821	2,938		830	696	11.8	48.6%
	FEMALE	2,076	3,702		957	645	12.0	50.7%
HAMILTON	MALE	305	404		136	122	11.7	47.8%
	FEMALE	430	451		157	105	11.8	48.5%
HERKIMER	MALE	4,086	5,167		1,611	1,345	11.4	45.2%
	FEMALE	4,570	7,315		1,736	1,134	12.0	49.9%
MONTGOMERY	MALE	3,586	4,611		1,058	1,079	11.1	43.3%
	FEMALE	3,726	6,117		1,403	901	11.4	46.2%
ONEIDA	MALE	14,035	19,361		7,007	8,301	11.9	49.3%
	FEMALE	15,990	28,119		7,172	5,634	12.0	51.5%
RENSSELAER	MALE	7,978	10,448		3,517	4,467	11.8	48.7%
	FEMALE	9,366	15,738		4,000	3,180	12.0	51.6%

CONTINUED

SCHOOLING BY COUNTY FOR NORTHEASTERN REGION

COUNTY	SEX	YEARS OF SCHOOLING			COLLEGE 1-3	COLLEGE 4+	MEDIAN SCHOOL YEARS COMPLETED	% H.S. GRAD.
		H.S. 1-3	H.S. GRAD.					
SARATOGA	MALE	6,068	9,049		3,266	4,536	12.2	55.6%
	FEMALE	6,395	12,870		3,679	2,912	12.2	58.8%
SCHENECTADY	MALE	7,638	13,615		4,319	8,106	12.3	60.6%
	FEMALE	9,412	20,065		5,130	4,955	12.2	59.6%
SCHOHARIE	MALE	1,287	1,980		617	453	11.7	48.0%
	FEMALE	1,366	2,490		822	469	12.1	55.0%
WARREN	MALE	2,294	3,774		1,323	1,778	12.2	55.7%
	FEMALE	3,045	5,347		1,831	1,272	12.2	57.9%
WASHINGTON	MALE	3,072	4,130		1,091	1,013	11.6	47.1%
	FEMALE	3,395	5,051		1,708	1,077	12.1	53.5%